

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and then followed by the discussion. Here, the finding about this research entitled “Teachers' Beliefs and Practices in Teaching-Reading : A case study at SMP Muhammadiyah 10 Surakarta”.

A. Research Findings

In the research findings, the researcher would like to divide the discussion into two sections. The first section describes and discusses (1) What are the teacher' beliefs in teaching-reading, these involving objectives learning, classroom technique, teachers and students roles in teaching reading, the role of authentic material? (2) What are the teachers' beliefs and their practices in the classroom? (3) Whether there are some discrepancies between teacher' beliefs and their practices in teaching? (4) What factors contribute to these discrepancies between the teachers' beliefs and their practices in teaching? (5) What factors contribute to shape the teacher' beliefs on the techniques of teaching reading of english at SMP Muhammadiyah 10 Surakarta? And the second section will explain the discussion of the research finding.

1. English Teacher' Beliefs in Teaching-Reading. These involving learning objective, classroom technique, teacher' role, student' role, and the role of authentic material at SMP Muhammadiyah 10 Surakarta.

The analysis of open ended questionnaire, document analysis and interview about the English teachers' beliefs in teaching-reading, these involving objectives learning, classroom technique, teacher' and student' role in teaching-reading, the role of authentic material at SMP Muhammadiyah 10 Surakarta could be catagorized into several components: (1) learning objectives, (2) classroom technique, (3) teacher' role, (4) student' role, (5) the role of authentic material, (6) component of reading skill. The following is the finding of teacher' beliefs in teaching-reading.

a. Learning Objectives

Learning objective is general statement to be achieved in teaching learning process. It is very important in that process. It is a result statement that captures specifically what knowledge, skills, attitude of learner should be able to demonstrate some lessons by the teachers.

According to open-ended questionnaire, there are five points of the English teachers' beliefs on learning objective at SMP Muhammadiyah 10 Surakarta, namely; their assumption about learning objective, the importance of determining learning objective before and after doing teaching learning process, the way to know the achievement of learning objective indicator, their feeling whether their learning objective indicator can not be achieved, and their valuation on their leaning objective.

The first point of the English teachers' beliefs on learning objective at SMP Muhammadiyah 10 Surakarta is assumption on learning objective. It is explicit descriptions on what student will do as result of the instruction they receive. There are some statements showing the English teachers' beliefs on learning objective proposed by the two English teachers. These the following are their statements ;

“Learning objectives is defined as a description of behavior that expected on the achievement of students after teaching and learning process takes place”. (OEQ, T1/1a)

“The learning objectives are some point that can be done by the students based on specific competencies in teaching and learning”. (OEQ, T2/1a)

From the quotation above, it can be seen that T1 assumes that learning objectives, in their teaching is defined as a description of the behavior that is expected to be achieved by students after teaching and learning takes place in the classroom. On the other hand, T2 assumes that learning objectives are some points that to be achieved by students based on certain conditions or level of competence in teaching and learning.

Based on the all explanation above from the participants, it can be concluded that learning objectives are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place.

The second point of the the teachers' beliefs on learning objective is the importance of determining learning objective before and after doing teaching learning process. These the following are their statements ;

“It is very important. In order for the implementation of the teaching process can be directed based on the objectives that have been specified at the time of the beginning and before the implementation of KBM”. (OEQ, T1/2a)

“It is very important. Because it as frame of reference in the implementation of teaching in the class”. (OEQ, T2/2a)

From the statements above, it can be seen that T1 believes on determining learning objective is very important, because the implementation of teaching process can be directed based on the objectives that have been specified in the beginning and before the implementation of KBM. Then, T2 believes on determining learning objectives is very important, because it as frame of reference in the implementation of teaching in the class.

Based on statements above from all participants, it can be concluded that in determining of learning objective before and after doing teaching learning process are important in order that the implementation of the teaching process can be directed and as a reference frame to fit the destination that has been specified at the beginning and before the implementation of teaching and in accordance with the basic competencies are planned.

The third point of the teachers' beliefs on learning objective at SMP Muhammadiyah 10 Surakarta is the way to know the achievement of learning objective indicator. T1 said that :

"I conduct an evaluation at the end of teaching learning process, and I give a test at the end of teaching learning process to know how deep the student's understanding about the lesson". (OEQ, T1/3a)

"Inquire the points contained in the learning objectives to the students so that we can see the results of teaching learning process". (OEQ, T2/3a)

The statements above, T1 conducts an evaluation in the end of teaching learning process by giving a test to the students to know about the students' understanding about the lesson. Then, T2 inquires the points contained in the learning objectives or material delivered in the classroom to the the students so that she can see the results of teaching learning process.

Based on the statements above, it can be concluded that the way to know the achievement of learning objective indicator is by conducting an evaluation at the end of teaching learning process by giving a the end of learning process by inquiring the points contained in the learning objectives to know the achievement of learning objectives.

The forth point of the teachers' beliefs on learning objective at SMP Muhammadiyah is their feeling whether their learning objective indicator cannot be achieved. T1 said that :

"I am sad, because the learning has not been successful. I will do introspection with what has been done in teaching learning process." (EOQ, T1/4a)

"I don't feel satisfy with what has been I delivered in the class. So, I have to prepare well before the teaching takes place". (EOQ, T2/4a)

The quotations above, it can be seen that T1 is sad if the learning has not been successful, and she does introspection with what has been done in the teaching learning process. And T2 doesn't satisfied with

what has been she delivered to the students in the learning process, so she has to prepare well before the teaching takes place.

Based on the all statements above, it can be concluded that their feeling whether their learning objective indicator cannot be achieved are the teachers feel sad and dissatisfaction if the learning has not been successful. So, the teachers will do introspection and prepare well before the teaching takes place.

The fifth point of the teachers' beliefs on learning objective at SMP Muhammadiyah 10 Surakarta is their valuation on their learning objective. T1 said that :

“I think at I've done still less as expected, but I usually do better”.

(OEQ, T1/5a)

“I think it's already well. Because I always determine the learning objectives so that teaching goes in accordance with the purpose of teaching, although there are some difficulties in implementing to the students”. (OEQ, T2/5a)

The statements above, it can be seen that T1 feels less satisfied, but she always does better in the implementation of learning in the class. And T2 feels satisfied, because she always determines the learning objectives before delivering the material to the students, although sometimes she gets the difficulties in the implementation in the class.

Based on the statements from all participants above about their valuation on their learning in the class, it can be concluded that all participants feel their action on their learning objective is good and as expected, one of them always determines learning objectives first , so that teaching goes in accordance with the purpose of teaching, although there are some difficulties.

Table 4.1: teachers' beliefs on learning objectives

| No | Beliefs' aspect of learning objective | Teachers' beliefs |
|----|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption on learning objective | The learning objectives are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place |
| 2 | The importance of determining learning objective, before and after. Why? | In determining learning objective before and after doing teaching learning process is important in order that the implementation of the teaching process can be directed and as a reference frame to fit the destination that has been specified at the beginning and before the implementation of teaching and in accordance with the basic competencies are planned. |
| 3 | The way to know the achievement of learning objective indicator | The way to know the achievement of learning objective indicator is by conducting an evaluation at the end of teaching learning process by giving a the end of learning process by inquiring the points contained in the learning objectives to know the achievement of learning objectives. |
| 4 | The feeling whether their learning objective indicator cannot be achieved | Their feeling whether their learning objective indicator cannot be achieved are the teachers feel sad and dissatisfaction if the learning has not been successful. So, the teachers will do introspection and prepare well before the teaching takes place. |

| | | |
|---|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | The valuation on learning objective | All participants feel their action on their learning objective is good and as expected, one of them always determines learning objectives first , so that teaching goes in accordance with the purpose of teaching, although there are some difficulties. |
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b. Classroom Technique

Anthony (1963, cited in Kumaradivelu, 2008: 84) mentioned that technique is a certain trick, strategy or contrivance used to gain an immediate goal. In another word, it can be understood as a technique is the planned implementation of the methods to use in the classroom.

According to open-ended questionnaire, there are five points of the English teachers' beliefs on classroom technique at SMP Muhammadiyah 10 Surakarta, namely; the assumption on classroom technique, their view on effective in determining classroom technique, their ways in determining of the type classroom technique in teaching learning in the classroom, whether they get problem in the implementation of classroom technique? what should they do, and the valuation of the classroom technique.

The first point of the English teachers' beliefs on classroom technique at SMP Muhammadiyah 10 Surakarta, based on the statements from two English teachers. These the following are their statements ;

“Classroom technique is way or effort used by teacher to teach a lesson to the students based on learning objective”. (EOQ, T1/2a)

“Classroom technique is a way or strategy used a teacher to deliver a lesson.” (EOQ, T2/2a)

T1 said that classroom technique was how the effort of teachers to deliver the lesson based on learning objective, so it made the students easier to understand the lesson. T2 said that was strategy used a teacher to teach the lesson to the students to make students easier to study the lesson.

Based on the statements from all participants above about the English teachers' beliefs on classroom technique. It can be concluded that the statements from all participants were similar, the classroom technique was strategy or effort that used by teachers to deliver the lesson to the students based on learning objective.

The second point of the best way to determine good technique in learning-reading process. Based on the statements from two English teachers. These the following are their statements ;

“Took reading aloud, role play, oral repetition, discussion and drilling” (EOQ, T1/2b)

“Oral repetition, role play, and memorizing vocabulary” (EOQ, T2/2b)

T1 said that took reading aloud, role play, oral repetition, discussion and drill were used during teaching in the class. How to find the precise technique, T1 learned the topic would be taught be in the class. Then, T2 mentioned that oral repetition, role play and memorizing vocabulary to apply in the class. The consideration of selecting the technique, T2 made sure whether the technique was suitable with the material based on learning objective.

Based on the all statements above about the best way to determine good technique in learning reading process were by taking role play, oral repetition, discussion, drilling, and memorizing vocabulary to apply in the class.

The third point of the way to determine the type of technique to apply in the class. Based on the statements from two English teachers. These the following are their statements ;

“I brushed up and laerned the topic first, then I determined technique that appropriate with the topic would be taught in the class”. (EOQ, T1/3b)

“ I saw the topic first, then I choose the best teachnique in accordance with topic”. (EOQ, T2/3b)

Based on the the statements from all participants, it can be concluded the teachers brushed up and learned first about the topic, then they determined the best technique in accordance with the topic.

The forth point of the problems or difficulties in applying the technique in the class. Based on the statements from two English teachers, it can been seen as following ;

“Sometimes the students did not pay attention and less enthusiasm when the teacher taught the lesson. I warned to the students to pay attention with the lesson. I asked to the students about how deep they understood in the end lesson”. (EOQ, T1/2d)

“Not all of the students undestood well what I had delivered the lesson to them, some of could be active and pasive. I would asked to them if they did not understand, and I would explained more to them to make they understand”. (EOQ, T2/4d)

Based on the statements above, sometimes the students did not enthusiasm with the lesson, some of the students did pay attention. They read another book or joked with their friends. The teacher always warned to the student to pay attention with the lesson.

Based on the statements above from all participants, it can be concluded that sometimes the students did not pay attention, some of could be active and pasive. The teacher asked to the students what about the difficulties in learning the lesson, and she would helped the students to explain the lesson.

The fifth point of the valuation about the classroom technique in teaching-reading. Based on the statements from two English teachers. These the following are their statements ;

“I think it accordance with the syllabus” (EOQ, T1/5e)

“It was good, because I always determined what the best technique to teach the students and it was suitable with the syllabus”. (EOQ, T2/5e)

Based on the statments above from all the participants. It can be conclcluded about the valuation about the classroom teachnique was the teachers feel satisfy because it was suitable with the syllabus, and she always determined the best technique in delivering the lesson.

Table 4.2: English teachers’ beliefs on classroom technique

| No | Beliefs’ aspect of classroom technique | Teachers’ beliefs |
|----|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption of classroom technique | The classroom technique was strategy or effort that used by teachers to deliver the lesson to the students based on learning objective. |
| 2 | The best way to determine the technique in teaching-learning in the classroom | Taking role play, oral repetition, discussion, drilling, and memorizing vocabulary to apply in the class. |
| 3 | The way to determine the type of technique to apply in the class. | The teachers brushed up and learned first about the topic, then they determined the best technique in accordance with the topic. |
| 4 | The problems or difficulties in applying the technique in the class | Sometimes the students did not pay attention, some of could be active and passive. The teacher asked to the students what about the difficulties in learning the lesson, and she would helped the students to explain the lesson again. |

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|---|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | the valuation about the classroom technique | The teachers feel satisfy because it was suitable with the syllabus, and she always determined the best technique in delivering the lesson. |
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c. Teacher' Roles

A teacher' role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education.

According to open-ended questionnaire, there are five points of the teachers' beliefs on teacher's role at SMP Muhammadiyah 10 Surakarta, namely; their assumption of teachers' role, attitude on explaining materials, the view on the problem in the class, the view on the active students, and the valuation on the teachers' role.

The first point of the English teachers' beliefs on teacher role at SMP Muhammadiyah 10 Surakarta is the assumption of teachers' role. The followings are their statements. T1 said that :

“In teaching-learning in the class, my roles among others; corrector, I must be able to distinguish where the value of good or bad, I am as inspirator, informant, organizer, motivator, and fasilitator”. (EOQ, T1/3a)

Based on the quotation above, it can be seen that there are some teachers' roles. The first is as corrector. It means that the teachers must be able to distinguish where the value of good and bad value. The second is as inspirator. It means that the teacher must be able to provide a good inspiration for the learning progress. Besides, it is as informant. The teachers must be able to provide information on the progress of science

and technology, in addition to a number of study materials for each subject that has been programmed into the curriculum. Then, the teachers is as organizer, it means should have the management of academic activities, draw up school rules, and draw up the academic calendar. Besides, the role is as motivator, which can encourage the students to be passionate and active learning. Then, the role is as the facilitator, who can provide facilities that allow for ease of learning activities of students. Then, the role is as mentors who guide students into mature adults.

T2 said that :

“My roles as a teacher, among others: I'm as the facilitator, who can give facilities to help the students in learning process. Then, I'm also as mentors, I must be able guide students into mature adults. Besides, I'm as classroom manager and evaluator.”(EOQ, T2/3a)

From the quotation from all two participants above, it can be concluded that the teachers' roles, among others ; corrector, inspirator, informer, organizer, motivator, facilitator, mentor, evaluator. Their assumption of teachers' role was not only more than simply standing in front of a classroom but also teacher understands that teaching involves wearing multiple ways to ensure that the school day runs smoothly and all students receive a quality education.

The second point of the teachers' beliefs on teacher role at SMP Muhammadiyah 10 Surakarta is attitude on explaining materials. These the following are their statements ;

"I always involve the students in teaching activities. I just as facilitator in the teaching activities, so students can be active." (EOQ, T1/3b)

“I always involves the students in teaching activities. I expect the students can to be more active”. (EOQ, T2/3b)

From the quotation above, it means T1 involves the students in teaching activities, because it encourages the students to be active. So the process in teaching and learning not only the teacher as a center but also

the students as a center. Then, T2 also give the statements above is similar with the previous statements. It can be concluded that all participants always involve the students in teaching activities, the teachers just act as facilitator with the expectation they can be more active or not pasive

The third point of the teachers' beliefs on teacher role at SMP Muhammadiyah 10 Surakarta is the view on the problem in the class. These the following are their statements ;

"I will give the opportunity to other students to try to answer the questions. Then, I clarify or add the answer." (EOQ, T1/3c)

"I invite to the students to make a discussion, so that their minds can develop and they can be more active in the class" (EOQ, T2/3c)

From the quotation above, T1 also give a chance to the other students to try answer from the questions' friend. She wants to know how deep the understanding of her students in her lesson. She just clarify or add the presumably less. T1 and T2 usually give the chance to the students. Therefore, it can be concluded that their view on the problem in the class was providing opportunities for others students to try to answer these questions, after the students responded, and then clarify or add to the presumably less or made the discussion to develop their minds. So it provides an opportunity for students to be active in the class.

The forth point of the teachers' beliefs on teacher role at SMP Muhammadiyah 10 Surakarta is the view on the active students. These the following statements are :

"I will give appreciation to the students for active learning".

(EOQ, T1/3d)

"I give an appreciation with saying good or thank you, sometimes I add with good score". (EOQ, T2/3d)

Based on the quotation above shows that all participants give appreciation to the active students. Therefore, it can be concluded that their view on the active students is giving appreciation or gifts to these students for active learning and providing added value to the students.

The fifth point of the teachers' beliefs on teacher role at SMP Muhammadiyah 10 Surakarta is the valuation on the teachers' role. T1 said that :

“In the teaching activities my roles as informant and inspirator. I'm as a informant, I must be able give good explanation to the students everything can make them more understand about the knowledge . I often act as inspirator, which can provide good inspiration for the learning progress of the students.” (EOQ, T1/3e)

The first participant assumes that her role is a demonstrator and inspirator. The teacher must be able to give good explanation to the students. She also acts as inspirator which can provide good inspiration for the learning progress of the students. T2 said that :

“I act as a facilitator in providing services to facilitate students in learning activities so that teachers are required to have the ability to communicate and interact with students.” (EOQ, T2/3e)

Based on the explanation above, it can be concluded that their valuations on the teachers' role is teachers often act as a informant, inspirator. In addition, as a facilitator, to provide facilities to the students in learning activities, so that teachers are expected to have ability to interact with the students.

Table 4.3: teachers' beliefs on teacher' role

| No | Beliefs' aspect of teacher' role | Teachers' beliefs |
|----|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption of teachers' role | A teacher's role is not only more than simply standing in front of a classroom but also understanding that teaching involves wearing multiple ways. The teachers' roles, among others ; facilitator, informant, motivator, evaluator |
| 2 | Attitude on explaining materials | All participants always involve the students in teaching activities, the teachers just act as facilitator with the expectation they can be more active or not passive. |
| 3 | The view on the problem in the class | They provided opportunities for others students to try to answer these questions, after the students responded, and then clarify or add to the presumably less or made the discussion to develop their minds. So it provides an opportunity for students to be active in the class. |
| 4 | The view on the active students | All participants give appreciation to the active students. Therefore, it can be concluded that their view on the active students is giving appreciation or gifts to these students for active learning and providing added score to the students. |
| 5 | The valuation on the teachers' role | Their valuations on the teachers' roles are teachers often act as a informant, inspirator. In addition, as a facilitator, to provide facilities to the students in learning activities, so that teachers are expected to have ability to interact with the students. |

d. Student' Role

Students generally play a very small role in defining or governing the school system that educates them. Although preparing students for their future is the whole point, it is generally agreed that adults are to run the show; students are to focus on learning. The student is responsible for his/her own success in the learning process. He/she should be actively involved in the learning process and should behave appropriately for a learning environment.

According to open-ended questionnaire, there are five points of the teachers' beliefs on students' role at SMP Muhammadiyah 10 Surakarta, namely: The view of students' role in the planning of materials, the assumption of students' role, the valuation on students' role in teaching learning process, the assumption in facing passive students, and the view of students' role in the classroom.

The first point of the teachers' beliefs on students' role at SMP Muhammadiyah 10 Surakarta is the assumption of students' role. These the following are their statements ;

“The role of a student. She/he has the primary task of learning, so he/she becomes the useful person to him/herself or others”. (EOQ, T1/4a)

“The students have important part in teaching and learning process. Therefore, they have important role in successfull of learning process”. (EOQ, T2/4a)

Based on the quotation above, T1 assumes the students have responsible in learning. Becasue they have to be useful to theirsself or the others. The role as a student is learning. T2 said the students are important part in learning process. Therefore, they also have an important role in the success of learning.

Based on the quotations from two participants above, it can be concluded that the students have responsible in learning and they have important role in successfull of learning process with the prospects they can be usefull peaple in the future.

The second point of the teachers' beliefs on student role at SMP Muhammadiyah 10 Surakarta is the view of students' role in the planning of materials. T1 said that :

"In determining the material topics that will be learned in the classroom, sometimes the students get involved by giving feedback about a topic or another." (EOQ, T1/4b)

Based on the quotation above, relating to the assumption of students' role. T1 assumes that in determining the material topics that will be learned in the classroom, students sometimes get involved by giving feedback about a topic or another. It means that the teacher give a chance to students to give feedback about the topic. Moreover, T2 said that :

"The students are involved in determining the planning of the material and topic that will be learned in the classroom". (EOQ, T2/4b)

The assumption of students' role in determining the material topics. T2 involves the students in determining the material topic also.

Based on the quotations from two participants above that the teachers give a chance to the students in determining the material or topic and they also give a chance to give a chance to the students by giving feedback about the topic or another.

The third point of the teachers' beliefs on student role at SMP Muhammadiyah 10 Surakarta is the view on students' role in teaching learning process. These the following are their statements ;

"Some of the students who are less active because the characters are not active and the majority of students are active in the clasroom."

(EOQ, T1/4c)

"They are very active in the classroom." (EOQ, T2/4c)

From the quotations from all participants that the majority of students are active in the following the study. Although, some of them are less active.

The forth point of the teachers' beliefs on student role at SMP Muhammadiyah 10 Surakarta is the assumption in facing passive students. The followings are their statements;

"I will involve the passive students to answer the question with polite language, if they can't answer the question, I will train continuously so that will be good practice they will be more active". (EOQ, T1/4d)

"Some of the students are not active, it's caused they are not clever. because it had become their character. I will ask to the passive students to read or answer the question in front of the class. I expect the students will be more confident and active". (EOQ, T2/4b)

From the statements above from all participants, it can be concluded that the teachers involve the passive students to answer the question with polite language, because some of students be passive because they do not feel confident. They will train continuously so that will be good practice they will be more active.

The fifth point of teachers' beliefs on students at SMP Muhammadiyah 10 Surakarta is the valuation of students' role in the classroom. The followings are their statements;

"In the teaching and learning process. Teachers are not the only source but also facilitators to help students in study". (EOQ, T1/4e)

"I think a lot of students already play an active role in learning and the majority become active and they can cooperate with each other". (EOQ, T2/4e)

Based on the statements above from all participants, it can be concluded that a lot of students play in active role in learning in the classroom and they can cooperate with each other.

Table 4.4: teacher' beliefs on students' role

| No | Beliefs' aspect of students' roles | Teachers' Beliefs |
|----|------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption of students' role | The students are important part in learning process. Therefore, they also have an important role in the success of learning. |

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|---|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | The view of students' role in the planning of materials | The teachers give a chance to the students in determining the material or topic and they also give a chance to give a chance to the students by giving feedback about the topic or another. |
| 3 | The view of students' role in the classroom | The majority of students are active in the following the study. Although, some of them are less active. |
| 4 | The assumption in facing passive students | The teachers involve the passive students to answer the question with polite language, because some of students be passive because they do not feel confident. They will train continously so that will be good practice they will be more active. |
| 5 | The valuation on students role in teaching learning process | A lot of students play in active role in learning in the classroom and they can cooperate with each other. |

e. The Role of Authentic Material

The role of authentic material is very important for the teacher to teach the student. Authentic material was teaching aids or tool that can facilitate teachers and students to support teaching and learning activity in the classroom. There are some assumptions relate to the role of authentic material conveyed by the two English teachers.

The first point is the assumption about the role of authentic material at SMP Muhammadiyah 10 Surakarta. The followings are their statements;

“The role of authentic material occupies important position in teaching and learning process. It is a tool or aid that will be used for the teacher and students in teaching and learning activities based on the curriculum”. (EOQ, T1/5a)

“The role of authentic material has important part in teaching and learning activities, because it’s a teaching equipment that can be used to support and achieve the learning objective”.(OEQ, T2/5a)

Based on the statements from two participants above, it can be concluded that the roles of authentic material has important part in teaching and learning, because it is a tool or equipment that can be used to support the teacher and student to achieve the learning objective based on the curriculum.

The second point is the assumption about the role of authentic material related on the way to determine authentic material. The followings are their statements :

“Based on the book or syllabus that had been decided from the government”. (EOQ,T1/5b)

“I will learn first before I teach to students. I will choose the best authentic material to help the students in achieving learning objective”. (EOQ, T2/5b)

From the quotation above from all participants, it can be concluded that the way to to determine authentic material, the teachers use book or syllabus from the government, they will learn first before delivering to the students in achieving learning objective.

The third point is the assumption about the role of authentic material related on the way of taking the authentic material. The followings are their statements ;

“I will take from any source ; internet, multimedia, book”. (EOQ, T1/5c)

“From any sources ; curriculum book, internet, journal, multimedia”.(EOQ, T2/5c)

Based on the statements from all participants above, it can be concluded that the way of taking the authentic material. They take from any sources ; internet, multimedia book, curriculum book, book, journal.

The fourth point is the problem in preparing authentic material and how to solve it. The followings are their statements ;

“Sometimes, I found the problem in preparing it. The way to solve this problem I always asked to my friends who took the same lesson, I looked for on the internet also”. (EOQ, T1/5d)

“Sometimes, I found the problem. I will discuss to my friend who had older experiences than me”. (EOQ, T2/5d)

From the statements above from all participants. It can be concluded that sometimes they found the problem in preparing the authentic material, how to solve it, they asked or discussed to friends who had older experiences or looked for in the internet.

The fifth point is the valuation about the role of authentic material in learning process at SMP Muhammadiyah 10 Surakarta. The following are their statements ;

“I always prepared before delivering in the class based on the curriculum and syllabus”. (EOQ, T1/5e)

“I satisfied because it in accordance with the book curriculum and syllabus”. (EOQ, T2/5e)

Based on the statements above from all participants, it can be concluded that the teachers prepared before delivering to the students. They judge the material that they convey in accordance with book curriculum and syllabus there.

Table 4.5: Teachers' beliefs on the role of authentic material

| No | Beliefs' on the role of authentic material | Teachers' beliefs |
|----|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The role of authentic material | The roles of authentic material has important part in teaching and learning, because it is a tool or equipment that can be used to support the teacher and student to achieve the learning objective based on the curriculum |
| 2 | The way to determine authentic material | The way to determine authentic material, the teachers use book or syllabus from the government, they will learn first before delivering to the students in achieving learning objective. |
| 3 | The way of taking the authentic material | They take from any sources; internet, multimedia book, curriculum book, book, journal. |
| 4 | The problem in preparing authentic material and how to solve it. | Sometimes they found the problem in preparing the authentic material, how to solve it, they asked or discussed to friends who had older experiences or looked for in the internet. |
| 5 | The valuation about the role of authentic material in learning process | The teachers prepared before delivering to the students. They judge the material that they convey in accordance with book curriculum and syllabus there |

f. Component of reading skill

There are five components to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension, and fluency. These five components work together to create the reading experience. As students learn to read, they must develop skills in all five of these areas in order to become successful readers. to know the teachers' beliefs in these components of reading skills from two teachers at SMP Muhammadiyah 10 Surakarta. The researcher

devided into five aspects with five questions of assumptions in their beliefs in every aspect of component of reading skill.

1) Phonic

Phonic is a system of teaching reading English, which has proven effective over the years in teaching children how to read fluently and accurately. Some researchers also mention that phonic is the foundation of reading.

According to open-ended questionnaire, there are five points of the teachers' beliefs on phonic at SMP Muhammadiyah 10 Surakarta, namely; the assumption of phonic, the best way in teaching phonic, the way to solve students' problems in learning phonic, the problems or difficulties in applying phonic in the class, and the valuation on phonic.

The first point is the assumption about phonic at SMP Muhammadiyah 10 Surakarta. The followings are their statements ;

“Phonic is a rule in reading in English easily, quickly and systematically”. (EOQ, T1/6a)

“Phonic is the way how to read in English easily”. (EOQ, T2/6a)

Based on the statements above from all participants, it can be concluded that phonic is the way and rule in learning reading English easily, quickly and systematically.

The second point is the best way in teaching phonic at SMP Muhammadiyah 10 Surakarta. The followings are their statements ;

“By giving the example how to spell word by word to the students, so the students can imitate my spelling”. (EOQ, T1/6b)

“I will break the words into small pieces and spell to te students sound of every piece of the word. Then I combine some of these sounds. Thus the students will be able to recite faster and better every word”. (EOQ, T2/6b)

Based on the statements above from all participants. T1 teaches the phonic to students by giving the example how to spell word by word, then the students imitate her. But, T2 breaks the words into small pieces and gives the spelling to the students, then she combines between these sounds of words, so the students will be able to recite better every word. From the previous explanation, it can be concluded that the teachers break the words into small pieces and give the example how to spell the word. Then, they combine some of these sounds, so the students can recite faster and better every word.

The third point is about the teachers face the students who have problems in learning phonic at SMP Muhammadiyah 10 Surakarta. These the followings are their statements ;

“Every student has a unique in pronounce a word, because they have different skills or background. I would approach and teach him how to read the words correctly and slowly, then give some of exercises. (EOQ, T1/6c)

“Some of students can not read or spell the word correctly in english, I will write the words into some of pieces in the whiteboard and teach them how to spell correctly”. (EOQ, T2/6c)

Based on the statements above teachers face the students have problems in learning phonic in reading because every students have different ability in reading of word. T1 approaches and teaches how to read the words correctly and slowly. T2 writes the words into some of pieces in the whiteboard and teach them how to spell correctly, then give some of exercises. From the previous explanation, it can be concluded that some of students can not read and spell correctly in english, the teachers write the words into some of pieces in the whiteboard and teach them how to spell correctly, they give some of exercises also.

The fourth point is about the problems or difficulties in applying phonic in the class at SMP Muhammadiyah 10 Surakarta. These the followings are their statements:

“Sometimes the students were not enthusiastic with the lesson and didn’t pay attention with the teachers. I asked to sthe sudents to follow my spelling of words continously”. (EOQ, T1/6d)

“Some of students are quite difficult to imitate my speech correctly, procabably each has different abilities. My attiitude is to teach them with patiently”. (EOQ, T2/6d)

Based on the statements above from all participants, it can be concluded that sometimes the teachers found the problems in applying phonic in the class, because the students were not enthusiastic with the lesson and didn’t pay attention with the teachers, some of students felt quite difficult to imitate speech correctly, probably each has different background and abilitis. The teachers asked to the students to follow their spelling word patiently and continously.

The five point is about the valuation of phonic at SMP Muhammadiyah 10 Surakarta. These the followings are their statements ;

“I think is quite good. The most of students can read english words or text properly, although some are also still do not know how to read of English words correctly”. (EOQ, T1/6e)

“Good, the most of students are able to use phonic well. Although, sometimes there are who do not understand”. (EOQ, T2/6e)

Based on the statements above from all participants. It can be seen that T1 assumes that her valuation about phonic is quite good, although some of students don’t know to read words corectly, but the most can read english words properly. T2 assumes that the most of students are able to use phonic well. So, from the previous statements fromm all participants. It can be concluded that the teachers think are good, because the most of students can use phonic well in reading of english words. Althought, some of students don’t understand well.

Table 4.6 Teachers' Beliefs on Phonic

| No | Beliefs on Phonic | Teachers' beliefs |
|----|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption about phonic | Phonic are the way and rule in learning reading English easily, quickly and systematically. |
| 2 | The best way in teaching phonic | The teachers break the words into small pieces and give the example ho to spell the word. Then, they combine some of these sounds, so the students can recite faster and better every word. |
| 3 | The teachers face the students who have problems in learning phonic | Some of students can not read and spell correctly in english, the teachers write the words into some of pieces in the whiteboard and teach them how to spell correctly, they give some of exercise also |
| 4 | The problems or difficulties in applying phonic in the class | The teachers found the problems in applying phonic in the class, because the students were not enthusiastic with the lesson and didn't pay attention with the teachers, some of students felt quite difficult to imitate speech correctly, probably each has different background and abilitis. The teachers asked to the students to follow their spelling word patiently. |
| 5 | the valuation of phonic | The teachers think are good, because the most of students can use phonic well in reading of english words. Although, some of students don't understand well. |

2) Phonemic Awareness

Phonemic awareness is the child's awareness that there is a part of sound from the word. so that children are able to process these sounds to form sound and spoken word. Many studies show that children who have phonological awareness will show rapid progress in learning to read. If a

child can hear and speak the language sounds is good, then he will be able to read well.

According to open-ended questionnaire, there are five points of the teachers' beliefs on phonemic awareness at SMP Muhammadiyah 10 Surakarta, namely; the assumption of phonemic awareness, the best way in teaching phonemic awareness in reading, the way to solve students' problems in learning phonemic awareness, the problems or difficulties in applying phonemic awareness in the class, and the valuation on phonemic awareness

The first point is the assumption of phonemic awareness at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Phonological awareness which is owned by the children that there are sounds in the word, and the ability to understand the sounds in words to form a word. It has relationship with the ability of reading”.

(EOQ, T1/7a)

“The child's ability to understand of meaning of the sounds in words. So that the children can distinguish the meaning of words even though there are parts of words that have the same sound but different word”.

(EOQ, T2/7a)

From the statements above from all participants. It can be seen that the assumption of phonemic awareness that T1 says every child has phonological awareness to understand the sounds in words to form a word and it has relationship with the students' ability in reading. T1 assumes that the phonemic awareness is the child's ability to understand of meaning of the sounds in words, because some of words have similar sound but the meaning is different. From the all previous statements about phonemic awareness that it can be concluded that phonemic awareness is phonological awareness which has by the child to understand of the meaning of sound in word. The children's ability to distinguish the meaning of words even though there are the same of sounds in the words but the

meanings are different. It has relationship with the students' ability in reading.

The second point is the best way in teaching phonemic awareness in reading at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“With giving example in utterance the word in sentences and asking to look for in the dictionary”. (EOQ, T1/7b)

“I ask to my students to follow my utterance and give the example into sentence”. (EOQ, T2/7b)

The statements above, it can be seen that the best way in teaching phonemic awareness to students, T1 gives the example of word in utterance and she asks to the students to look for in the dictionary. T2 adds to teach the students about phonemic awareness she gives the example the word into sentence.

Based on the statements above from all participants. It can be concluded that the best way in teaching phonemic awareness at SMP Muhammadiyah 10 Surakarta by giving the example of word in utterance so the students can follow their utterance and the teachers give the example of word in the sentences also.

The third point is the the way to solve the students' problems in learning phonemic awareness at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I will close that student and ask him/her to follow my reading, I motivate him/her to always to lots of practices in reading”.

(EOQ, T1/7c)

“sometimes the students confused with the meaning sound of the word. I will give the example of the word with the sentence, so he/she can know the differences”. (EOQ, T2/7c)

From the explanations above how to solve the students' problems in learning phonemic awareness. T1 closes the student to follow her reading and asks him/her to lots of practices in reading. T2 adds to give the example of word in sentence.

Based on the statements above, it can be concluded that how to solve the students' problems in teaching phonemic awareness in reading that they close the student to follow her reading or by giving the example in reading and give the example of word in sentence.

The forth point is the difficulties in applying phonemic awareness in the class at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Sometimes the students are less interested in following the reading lesson. therefore, I give examples in learning in the daily lives”. (EOQ, T1/7d)

“Sometimes the students are difficult to distinguish meaning when the sound of the pronunciation are same, actually the meaning is different. I will ask them to follow my reading and give the example in the sentence”. (EOQ, T2/7d)

Based on the statements from all participants above. It can be concluded that sometimes the students are less motivations in the following the lesson. Some of students feel difficult to distinguish the meaning from the words. The teachers ask them to follow their reading and giving the example in the sentence.

The fifth point is the valuation on phonemic awareness at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“The most of students have good ability in phonological awareness, because they can well, although there are some students who are still lacking and need a lot of training”. (EOQ, T1/7e)

“I think is good, because the most of students are able to read well”. (EOQ, T2/7e)

Based on the statements above from all participants. It can be concluded that the most of students have good ability in phonological awareness, because they can read well. Although there are some of students who are still lacking and need a lot of practices.

Table 4.7 Teachers' Beliefs on Phonemic Awareness

| No | Beliefs on Phonemic Awareness | Teachers' beliefs |
|----|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption about phonemic awareness | Phonemic awareness is phonological awareness which has by the child to understand of the meaning of sound in word. The child's ability to distinguish the meaning of words even though there are the same of sounds in the words but the meanings are different. It has relationship with the student's ability in reading. |
| 2 | The best way in teaching phonemic awareness in reading | By giving the example of word in utterance so the student can follow their utterance and the teacher give the example of word in the sentences also. |
| 3 | To solve student's problems in learning phonemic awareness | They close the student to follow her reading or by giving the example in reading and give the example of word in sentence. |
| 4 | The problems or difficulties in applying phonemic awareness in the class | Sometimes the student are less motivations in the following the lesson. Some of student feel difficult to distinguish the meaning from the words. The teacher ask them to follow their reading and giving the example in the sentence. |
| 5 | The valuation on phonemic awareness | The most of student have good ability in phonological awareness, because they can read well. Although there are some of student who are still lacking and need a lot of practices. |

3) Vocabulary

The knowledge about vocabulary is very important in understanding of sentences or text. The students who have good knowledge of vocabulary will be easy to read and understand the sentences or text. But the students who lack about vocabulary they will feel difficult in understanding about reading.

According to open-ended questionnaire, there are five points of the teachers' beliefs on vocabulary at SMP Muhammadiyah 10 Surakarta, namely; the assumption of vocabulary, the best way in teaching vocabulary in reading, the way to solve students' problems in learning vocabulary, the problems or difficulties in applying vocabulary in the class, and the valuation on vocabulary.

The first point is the assumption of vocabulary at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“The mastery and knowledge of person about vocabulary in certain language”. (EOQ, T1/8a)

“The knowledge about vocabulary in certain language”. (EOQ, T2/8a)

From the all statements above, it can be seen that T1 assumes vocabulary is knowledge in certain language, the person can understand about the meaning of language is from his/her knowledge about language. So, it is very important in using language, especially in reading. The students will be easy understand well about the text or sentences if they have good knowledge in vocabulary. Therefore, T2 has same opinion with T1 that vocabulary is the knowledge about vocabulary in certain language. Based on the all statements above. It can be concluded that vocabulary is the mastery and knowledge of person about vocabulary in certain language.

The second point is the best way in teaching vocabulary to the students at SMP Muhammadiyah 10 Surakarts. These the following are their statements ;

“By giving the picture or the real thing to figure the vocabulary”.

(EOQ, T1/8b)

“I write the translation from the vocabulary on the whiteboard, so they can write and memorize the vocabulary and the meaning”.

(EOQ, T2/8b)

From the all quotations above, it can be seen the way in teaching vocabulary to the students. T1 gives the picture or the real thing to figure the meaning from the vocabulary, she thinks it will be easier for the students to memorize the vocabulary. Therefore, T2 writes the translation from the vocabulary on the whiteboard, she expects the students can memorize and see again the meaning of vocabulary in their books.

Based on the statements above from all participants. It can be concluded that the way in teaching vocabulary to students by the teachers that the teachers give the picture or real thing too figure the meaning from vocabulary, they translate every word on the whiteboard, they expects the students will be easier to understand and memorize the vocabulary and the meaning.

The third point is the way to solve students’ problems in learning vocabulary at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I will ask them to look for on the dictionary or I give the chance to the others to answer the meaning vocabulary”. (EOQ, T1/8c)

“I will give the example into sentence in english or indonesian, so the students will be easier to chatch the meaning”. (EOQ, T2/8c)

From the all statements above from all participants. It can be seen that to solve the students' problems in learning vocabulary. T1 ask to the students the vocabulary on the dictionary, she wants to make the students independently to look for the meaning of word. She also gives chance to the others to help their friends. Therefore, T2 gives the example into sentence in english or indonesian, she expects the students can understand the meaning from that word.

Based on the explanation above from all participants. It can be concluded that The teachers ask to the students to look for on the dictionary, they also give the chance to others students who know the meaning of vocabulary. They also give the example in sentence in indonesian or englilh to make easier the students to learn vocabulary.

The forth of point is the problems or difficulties in applying in the class at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Some of students often forget and don't understand the meaning of word. I will ask them to open their notes or on dictionary”.

(EOQ, T1/8d)

“Some of students still depend with the dictionary, I try to give many practices to translate the sentences or texts”. (EOQ, T2/8d)

From the statements above, it can be seen that the students often forget and don't undesrtand the meaning of word, eventhough that word was often repeated in the lesson, the students also still depend with dictionary. T1 asks to sthe students to look for the difficult word on the dictionary. Therefore T2 gives many practices to translate the sentences or text. So, the students will be familiar with these words.

Based on the statements from all participants above. It can be concluded that Some of students still depend with the dictionary and they often forget and don't know about the meaning of words. The teachers

ask them to look for the meaning of word on the dictionary and also give many practices to translate the sentences or texts. So, the students will be familiar with these words.

The fifth point is the valuation about vocabulary at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I feel quite good. Because, the most of students still depend with dictionary and the help from the teacher to translate the meaning of word”. (EOQ, T1/8e)

“I still feel less satisfied, because the students often confuse and forget when they have to translate the text or sentence, although these words are familiar”. (EOQ, T2/8e)

Based from the statements above it can be concluded that the teachers feel less satisfied because the most of students still depend with the dictionary, the students still need help from the teacher translate the word, although these words are familiar.

Table 4.8 Teachers’ Beliefs on Vocabulary

| No | Beliefs on Vocabulary | Teachers’ beliefs |
|----|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption about vocabulary | Vocabulary is the mastery and knowledge of person about vocabulary in certain language. |
| 2 | The best way in teaching vocabulary in reading | The teachers that the teachers give the picture or real thing too figure the meaning from vocabulary, they translate every word on the whiteboard, they expects the students will be easier to understand and memorize the vocabulary and the meaning. |

| | | |
|---|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | The way to solve students' problems in learning vocabulary | The teachers ask to the students to look for on the dictionary, they also give the chance to others students who know the meaning of vocabulary. They also give the example in sentence in indonesian or english to make easier the students to learn vocabulary. |
| 4 | The problems or difficulties in applying vocabulary in the class, | Some of students still depend with the dictionary and they often forget and don't know about the meaning of words. The teachers ask them to look for the meaning of word on the dictionary and also give many practices to translate the sentences or texts. So, the students will be familiar with these words. |
| 5 | The valuation on vocabulary | The teachers feel less satisfied because the most of students still depend with the dictionary, the students still need help from the teacher translate the word, although these words are familiar. |

4) Fluency

Fluency is the important part in reading skill. The students can be fluent in reading correctly. According to open-ended questionnaire, there are five points of the teachers' beliefs of fluency in reading at SMP Muhammadiyah 10 Surakarta, namely; the assumption of fluency, the best way in teaching fluency in reading, the way to solve students' problems to be fluency, the problems or difficulties in applying fluency in the class, and the valuation on fluency.

The first point is the assumption of fluency at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Fluency is the proficiency in reading correctly and quickly”.

(EOQ, T1/9a)

“Fluency is the ability in reading correctly, not only can read correctly but also understand the meaning”. (EOQ, T2/9b)

Based on the statements above from all participants. It can be concluded that fluency is the proficiency and the ability of person in reading, not only correctly but also understand the meaning.

The second point is the best way in teaching fluency in reading at SMP Muhammadiyah 10 Surakarta. These the following are their statements;

“With many practices in reading of text, for the examples ; recount text, narrative, description text. I invite the students to read aloud with my direction”. (EOQ, T1/9b)

“I invite the students to repeat my reading together. So, the students can read correctly and fluently”. (EOQ, T2/9b)

From the statements above, it can be seen how to teach fluency in reading to the students. T1 gives many practices in reading text with interesting topic, for the examples ; recount, narrative, description etc. She also invite the students to read aloud. Therefore, T2 also invites the students to repeat her reading together, her purpose is the students can read correctly and fluently.

Based on the explanation above from all participants. It can be concluded that the best way in teaching fluency in reading that have be done by the teachers. They give many practices of reading text with interesting topic and invites the students to repeat their reading together. So, the students can read correctly and fluently.

The third point is the way to solve the students’ problems to be fluency at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I ask him to repeat my reading frequently until the students can read correctly”. (EOQ, T1/9c)

“I will motivate him to feel confident and give the example how to read correctly and fluently”. (EOQ, T2/9c)

From the statements above, it can be seen that to solve the students' problems to be fluency in reading. T1 invites the students to repeat her reading frequently until the students can read correctly. Therefore, T2 will give motivation to students to be confident and not nervous, sometimes the students became passive when the teachers asked them to read alone. She also gives the example also how to read correctly and fluently.

Based on the statements above from all participants, it can be concluded that to solve the student' problem to be fluent in reading. They give the example how to read correctly and fluently, so the students will follow their reading. The teachers also give motivation to the students, they have to be brave to read a text and don't be nervous.

The fourth point is the problems or difficulties in applying fluency in the class at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Sometimes the students feel difficult to read correctly and fluently, although I have given them the example. I ask them for many training in reading”. (EOQ, T1/9d)

“Most of the students are still not fluent in reading properly. I always give an example to read properly”. (EOQ, T2/9d)

Based on the statements from all participants above, it can be concluded that the difficulties in applying fluency in the class. There are many students feel difficult to read fluently and properly. Although the teachers have given the example how to read fluently. The teachers always give the example how to read fluently and properly and ask to the students for many training in reading.

The fifth point is the valuation of fluency at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I am still not satisfied, because many students have not been able to read the text reading English fluently and properly. (EOQ, T1/9e)

“I think is quite good. Although, some of students still have to train to be fluently in reading english”. (EOQ, T2/9e)

Based on the statements above from all participants, it can be concluded that the teachers still not satisfy, because there are many students are less in reading fluently and properly.

Table 4.9 Teachers’ Beliefs on Fluency

| No | Beliefs on Vocabulary | Teachers' beliefs |
|----|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption about fluency | The proficiency and the ability of person in reading, not only correctly but also understand the meaning. |
| 2 | The best way in teaching fluency in reading | They give many practices of reading text with interesting topic and invites the students to repeat their reading together. So, the students can read correctly and fluently. |
| 3 | The way to solve students’ problems to be fluency | They give the example how to read correctly and fluently, so the students will follow their reading. The teachers also give motivation to the students, they have to be brave to read a text and don’t be nervous. |
| 4 | The problems or difficulties in applying fluency in the class | There are many students feel difficult ro read fluently and properly. Although the teachers have given the example how to read fluently. The teachers always give the example how to read fluently and properly and ask to the students for many training in reading. |
| 5 | The valuation on fluency | The teachers still not satisfy, because there are many students are less in reading fluently and properly. |

5) Reading Comprehension

Reading comprehension is very important for the reader. The reader not only can read fluently but also can comprehend the main idea or the passage from the text. So, the reader can answer the several questions from the text. According to open-ended questionnaire, there are five points of the teachers' beliefs on reading comprehension in reading at SMP Muhammadiyah 10 Surakarta, namely: the assumption of reading comprehension, the best way in teaching reading comprehension, the way to solve students' problems in comprehending the text, the problems or difficulties in teaching reading comprehension in the class, and the valuation on reading comprehension.

The first point is the assumption of reading comprehension at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“The ability in understanding the mean idea from the or text. So we can answer several questions from the text”. (EOQ, T1/10)

“The ability in comprehending of the text about the meaning, purposes, and main idea from the text”. (EOQ, T2/10a)

From the statements above from all participants. It can be seen that T1 assumes in reading of the text we have to understand about the meani idea from that text, because it can be used to answer the several questions from the text. T2 has similar assumptions if in reading we have to can comprehend the text about the meaning, purposes, and main idea.

Based on the explanation above from all participants. It can be concluded that reading comprehension is the ability in understanding or compreheding the main idea, purposes from the text.

The second point is the best way in teaching reading comprehension at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I usually ask to the students to translate all the text. So it can make easier for the students to understand the meaning”. (EOQ, T1/10b)

“I ask to the students to note the difficult words or sentences, then I help them to translate and explain the meaning”. (EOQ, T2/10b)

From the statements above, it can be seen that the best way in teaching reading comprehension to the students, T1 asks to the students to translate all the text first, she expects the students can understand the meaning of the text completely. Then, T2 helps the students to translate and explain the difficult words or sentences, so the students will be easier to comprehend the text.

Based on the explanation above from all participants. It can be concluded that the best way in teaching reading comprehension by the teachers that they ask to translate all the text and note the difficult words or sentences, the teachers will help them to explain the meaning from the difficult words or sentences. So it can make the students easier in comprehending of the text.

The third point is the way to solve students' problems in comprehending the text at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“I will give vocabularies from the text with the meaning on the white board”. (EOQ, T1/10c)

“I ask them to look for the difficult words on the dictionary”. (EOQ, T2/10c)

Based on the statements from all participant above. It can be concluded that in solving the students' problems in comprehending the text. The teachers give the vocabularies from the text with the meaning and also ask to them to look for on the dictionary.

The forth point is the problem in teaching reading comprehension at SMP Muhammadiyah 10 Surakarta. These the following are their statements ;

“Many of students didn’t understand the meaning and the purpose from the text. I will provide the vocabularies and the meaning from the difficult words or sentences”. (EOQ, T1/10d)

“Many of students could not understand the meaning from text properly. I asked them to look for on the dictionary if they found the difficult meaning from the word”. (EOQ, T2/10d)

From the statements from all participants above, it can be seen that T1 found many of students didn’t understand the meaning and the purposes from the text, to solve the problem she gave the vocabularies from the text with the meaning. Therefore, T2 found most of students also could not understand the meaning from the text. Then she asked to them to look for the difficult word on dictionary.

Based on the statements from all participants above. It can be concluded that many of students could not understand with the meaning and the purposes from the text. Then the teachers gave the vocabularies with the meaning from the text, they also asked to the students to look for the difficult words on dictionary.

The last point is the valuation about reading comprehension at SMP Muhammadiyah 10 Surakarta. These then following are their statements ;

“I dissatisfied, because many students are still dependent on dictionaries”. (EOQ, T1/10e)

“The ability of students to comprehend the text in reading are still lacking, many of students are still confused or do not understand the meaning in the text. They still depends with the teacher’s helps in translating”. (EOQ, T2/10e)

Based the statements from all participants above. It can be concluded that the teachers feel dissatisfied because the ability of students in comprehending of text are still lacking. Many of students are still dependent with the dictionary and teachers' helps.

Table 4.10 Teachers' Beliefs on Reading Comprehension

| No | Beliefs on Reading Comprehension | Teachers' beliefs |
|----|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The assumption about reading comprehension. | The ability in understanding or comprehending the main idea and purposes of the text. |
| 2 | The best way in teaching reading comprehension. | The teachers that they ask to translate all the text and note the difficult words or sentences, the teachers will help them to explain the meaning from the difficult words or sentences. So it can make the students easier in comprehending of the text. |
| 3 | The way to solve students' problems in comprehending the text. | The teachers give the vocabularies from the text with the meaning and also ask to them to look for on the dictionary. |
| 4 | The problem in teaching reading comprehension | Many of students could not understand with the meaning and the purposes from the text. Then the teachers gave the vocabularies with the meaning from the text, they also asked to the students to look for the difficult words on dictionary. |
| 5 | The valuation about reading comprehension | The teachers feel dissatisfied because the ability of students in comprehending of text are still lacking. Many of students are still dependent with the dictionary and teachers' helps. |

2. The Teachers' Belief are Reflected in the Classroom Practices.

Based on the classroom observation analysis and interview conducted during the research, the finding of the research demonstrated that the practices of teachers' beliefs in teaching-reading. These involving learning objective,

classroom technique, students' roles, teachers' roles, and the role of authentic material.

a) Learning Objective

Based on the assumption about learning objective from English teachers at SMP Muhammadiyah 10 Surakarta. Learning objectives are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place. The researcher made an observation in the classroom to know about the implementation of teachers' belief on learning objective.

In the importance of preparing the learning objective, before and after. In the beginning the lesson, the teachers determine learning objective before and after teaching, they prepare the learning objective by using syllabus. But they did not tell or inform the learning objective to the students. In the way to know the achievement of learning objective indicator, all the teachers conducted an evaluation at the end of teaching and learning process. They gave some of questions to the students about the material that had been done, they wanted to know the how far the achievement from the learning objective indicator.

In the feeling whether their learning objective indicator can not be achieved. All the teachers feel dissatisfaction when the indicator can not be achieved, it can be seen from their expressions when the students could not answer and they less understanding about the material, the teachers would explained again in the last meeting or in the next meeting.

The last the valuation on learning objective. Based on the class observation. The teachers are already as expected, they feel dissatisfaction when learning objective can not be achieved. It can be seen the teachers gave many exercises and asked to the students to learn again in the home.

Table 4.11
Result of Classroom Observation of Teachers' Beliefs on Learning Objective

| Teachers' Beliefs on Learning objective | Practices on classroom | Consistency | Inconsistency |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------|
| 1. The teachers prepare the learning objective, before and after. | They prepare the learning objective. But they did not tell or inform the aspects of learning objective to the students | V | - |
| 2. The teachers conduct an evaluation at the end of teaching. | The teachers gave some questions to the students at the end of teaching to know the achievement of learning objective indicator. | V | - |
| 3. The teachers feel dissatisfaction if their learning objective indicator can not be achieved. | It can be seen from their expression when the students can not answer the question. | V | - |
| 4. They feel their action are good and as expected | The teachers are already as expected, they feel dissatisfaction when learning objective can not be achieved. It can be seen the teachers gave many exercises and asked to the students to | V | - |

| | | | |
|--|--------------------------|--|--|
| | learn again in the home. | | |
|--|--------------------------|--|--|

b) Classroom technique

Before T1 started the lesson, she checked the list of absent in front of class, then she asked to the students to pray together. Then, she asked to the students to open the book to continue the next material, then she explained in front of the students. Before T2 continued the next material, she also reminded to the students about the material in the previous meeting.. Based on the observation, the students feel bored, some of students feel sleepy and drew something in their book. Because, almost of all the teachers did not used various technique in teaching in the class. The almost taught in front of the class then asked to students to do the tasks. Along the observation in the classroom, some of students did not pay attention to the teachers, they chated with the others, and feel sleepy. But, in the end of section, T1 and T2 asked to the students were there the difficulties in learning the lesson, if they found the students got the difficulties, they would explained again.

Table 4.12
Result of Classroom Observation of Teachers' Beliefs on Classroom
Technique

| Teachers' Beliefs on Classroom Technique | Practices on classroom | Consist ency | Incons istency |
|---------------------------------------------------------|-------------------------------|-------------------------|---------------------------|
|---------------------------------------------------------|-------------------------------|-------------------------|---------------------------|

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| <p>1. The teachers use various technique in teaching in the classroom</p> | <p>The teachers did not use various technique in delivering the lesson. All the teachers did not used various technique in teaching in the class. They almost taught in front of the class then asked to students to do the tasks.</p> | <p>-</p> | <p>V</p> |
| <p>2. The teachers brush up and learn first about the topic then determine the best teachnique in accordance with the topic.</p> | <p>The teachers reminded the previous material before they continued the next material.</p> | <p>V</p> | <p>-</p> |
| <p>3. The teachers helped the students difficulties in learning the material</p> | <p>The teachers explained again if the students did not understand with their explanation.</p> | <p>V</p> | <p>-</p> |
| <p>4. They feel satisfy in their implementation on classroom technique</p> | <p>It was not as expected. In can be seen that classroom technique did not run well, because many of students feel bored and did not pay attention to the teachers.</p> | <p>-</p> | <p>V</p> |

c) Teacher' Roles

In the classroom practices, the researcher still found the similarity of teachers' beliefs and practices were consistent. Here are the descriptions of the result of the two English teachers demonstrated in class.

T1 had consistency of the beliefs that T1 mentioned. T1 reflected as a facilitator in the teaching and learning to make the students more active. T1 was a friendly teacher, she also gave the chance to the others to answer the questions which came from other students. T1 assisted the students to understand the material and accompanied the students to do task given by T1. T1 had good response when T1 found one or some of the students attempted to pose opinions T1 gave appreciation by clapping hand and saying "good Job".

T2 set the role as a facilitator. She also facilitated the students to learn the lesson in the class. T2 not only helped the students to understand the material but also guided the students to do their tasks. T2 engaged the students to contribute actively by inviting the students to discuss the material. T2 provided chance for the students to ask question or tell their understanding of the lesson. T2 looked comfortable and gave good appreciation to the students posed opinion or expressed their opinion by clapping hand and saying "good job".

Table 4.13
Result of Classroom Observation of Teachers' Beliefs on Teachers' Roles

| Teachers' Beliefs on Teachers' Roles | Practices on classroom | Consistency | Inconsistency |
|--------------------------------------|------------------------|-------------|---------------|
|--------------------------------------|------------------------|-------------|---------------|

| | | | |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. The teachers as facilitator, informant, facilitator, inspirator | The teachers give their role as facilitator, they facilitated the students to learn the lesson in the class to make the students more active | V | - |
| 2. The teachers involve to the students in teaching activity | They engaged the students to contribute actively by inviting the students to discuss the material. | V | - |
| 3. The teachers provided the opportunity for the others to answer the question | The teachers gave the chance to the students to answer the question. | V | - |
| 4. The teachers give an appreciation to the active students | The teachers gave the applause or clapping to active students by saying good job. | V | - |
| 5. The teachers feel their roles are as expected | The teachers often act as expected in teacher' roles. | V | - |

d) Students' Roles

Sometimes in the beginning of lesson along the researcher made an observation in the classroom, T2 also asked to the students to determine what topic that would be learned, for the example : she asked to the students to look for the book what the interesting topic that they wanted to be learned.

“Look at the book, students. Today we learn about narrative, please choose on of the narrative story in the book, do you want to read cinderella or the malin kundang?”.

(T2, adopted from class observation, 6th january 2017)

Besides, T1 was a friendly teacher. She taught that student was a partner, she seemed happy when T1 could help the students to learn something. Based on the interview with a student. He liked with T1 because T1 was friendly others students. T1 had good relationship with the students. It can be seen how the students did not fear when T1 asked with polite language to the students to pose the opinion. This is one of the quotation of the interview .

“T1 is a kind teacher. She always be patient in teaching us, she is not easy angry when we found the difficulties in working the task. She is my favorite English teacher”.

(S1, February 7th, 2017, 8a)

On the process teaching and learning in the class with T1 the most of students active in the following her study, although some of them were less active. They can cooperate with each other when the teacher asked to discuss in some topic.

Table 4.14
Result of Classroom Observation of Teachers’ Beliefs on Students’ Roles

| Teachers’ Beliefs on Students’ Roles | Practices on classroom | Consistency | Inconsistency |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------|----------------------|
| 1. The teachers give a chance to the students in determining topic | The teachers asked to to students what the topic that they liked from some of story | V | - |
| 2. The most of students are active | The majority of students were active, although some of less active. | V | - |

| | | | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------|---|---|
| 3. The teachers involve the passive student | The teachers asked to the passive student to answer the question with polite language. | V | - |
| 4. The teachers feel their students' role are as expected | The students can be active and cooperate with each other. | V | - |

e) The role of authentic material

In the classroom practices. All the English teachers almost had similarity. They use authentic material provided by the school to support and facilitate teaching and learning in the class. T1 prepared and brought the authentic material to advance the teaching that T1 carried out. T1 used from any sources, she gave to students the materials from the internet and also copied to the students are relevant with the syllabus. T2 taught a topic "family member". T2 facilitated a picture including members of family like father, mother, sister and others to show the members of family. Then, T2 asked for the students to guess the names of the family that T2 pointed in the picture.

Table 4.15
Result of Classroom Observation of Teachers' Beliefs on The role of authentic material

| Teachers' Beliefs on the role of authentic material | Practices on classroom | Consistency | Inconsistency |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------|----------------------|
| 1. The teachers use the authentic material to support and facilitate teaching and learning in the class | They use authentic material provided by the school to support and facilitate teaching and learning in the class | V | - |

| | | | |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---|---|
| 2. The teachers use from any sources ; internet, journal, another book | The teachers gave the material from internet. | V | - |
| 3. The teachers feel the roles of authentic material are as expected | Their material helped the students to easy learn and in accordance with the syllabus. | V | - |

f) Component of Reading skill

There are five components of reading skill, namely ; phonics, phonemic awareness, vocabulary, reading comprehension, and fluency. These the following are their practices that had be done by the teachers in the classroom based on their beliefs on component of reading skills.

T1 started the lesson by asking to the students to remind about the local legend that they knew. The topic that would explained was narrative text. T1 explained about the definition of narrative text, the purpose of the text, the sequence of the text. Then, she asked to read one of narrative text with the following the question. She asked to the students to read together by following her reading. T1 read the text word by word and clause by clause, then the students could imitate her. She invited to the students to follow her pronunciation and by spelling word by word. T1 was very kind to the students, she always gave the example how to read goodly. Then, T1 asked to the students to read by themself. After reading, asked to the students to translate all of text. She asked to look for on dictionary, if the students confused they could ask to the teacher. Besides, she also wrote the difficulties vocabularies on the whiteboard. In order the students would be easier in comprehending of the text if they knew all he meaning. After all the students finish to translate of the text, she asked to answer several questions in according to the text.

In teaching-reading on the classroom. T2 wrote the vocabularies from the paragraph of the text on the whiteboard. She invited to the students to read together. She gave the example how to read properly, then the students followed her pronunciation. T2 demonstrated the meaning of vobularies wtih the figure or thing that relevant in daily activities.The researcher saw some of students feel difficult in following the lesson, they did not pay attention to the teacher and talked with the other, when the teacher knew they did not follow her reading, she asked to them to read the vocabularies alone, but they did not followed her pronunciation, they feel difficult in imitating their pronunciation.but, the teacher closed them and taught them tp spell word by word. After reading, T2 asked to the students to comprehend the meaning from the text, but most of students could not undersrtand with the meaning of the text, they stil relied with the dictionary.

Table 4.16
Result of Classroom Observation of Teachers' Beliefs on Component of reading skill

| Aspects | Teachers' Beliefs on component of reading skill | Practices on classroom | Consistency | Inconsistency |
|---------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------|---------------|
| Phonic | 1. The teachers give the example how to pronounce the word | The teachers helped the students to read properly by giving example how to pronounce the word | V | - |
| | 2. The teachers feel satisfy because the students can follow their prononunciation | The students also imitated their prononunciation | V | - |

| | | | | |
|------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Phonemic | 3. The teachers close to the students who feel difficult in reading | The teachers closed to the students who got difficulties in following their reading, then they taught to them to repeat their pronunciation. | V | - |
| Vocabulary | 4. The teachers figured the meaning from vocabulary | The teachers demonstrated the meaning the vocabulary to figure the meaning. | V | - |
| | 5. The teachers ask to look for on dictionary to translate the vocabulary | The teachers asked to the studens to look for the difficult meaning from the text. | V | - |
| | 6. Many of students still relied with dictionary to understand the word or text | Many of students still used dictionary and needed the teachers' help. | V | - |
| Fluency | 7. The teachers invite the students to imitate their reading | The teachers asked to the students to follow their reading, so the students could read correctly | V | - |
| | 8. The teachers gave the example how to read correctly. | The teachers also gave the example how to read correctly and fluently. | V | - |
| Reading Comprehension | 9. The teachers aks to translate all the text and note the difficult word or sentence | The teachers asked to look for on dictionary in difficult word and they wrote the difficult word on the whiteboard. | V | - |
| | 10. The teachers give the meaning from the vocabularies, so the students will be easier to undersrtand the paragraph | The teachers also wrote the vocabularies on the whiteboard. | V | - |

3) The Discrepancies between English Teacher' Beliefs and their Practices in Teaching.

Beliefs guide teachers' behavior and inform teachers' practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms. The researcher found one discrepancies in their practices in the classroom. The followings is the finding about the discrepancies between English teachers' beliefs and their practices in teaching.

a) The Dicrepancies between Teachers Beliefs and their Practices on Classroom Technique

It can be seen the second point is the teachers' beliefs on classroom technique. From the questionnaire, relating to classroom technique, there are five points. They are the assumption on classroom technique, their view on effective in determining classroom technique, their ways in determining of the type classroom technique in teaching learning in the classroom, whether they get problem in the implementation of classroom technique? what should they do, and the valuation of the classroom technique.

According to the class observation, the researcher finds two discrepancies. It can be seen that their beliefs on their view on effective in determining classroom technique, they stated by using various technique, namely; taking role, oral repetition, discussion, dirlling, and memorizing. The teachers use a variation in a classroom setting. The last on the valuation of classroom technique, they stated the teachers feel satisfy because their action are as expected.

Based on the observation in the classroom, on thier view on effective in determining technique in their practice, it can be seen that here are limited variations in classroom technique. Almost they only teach in front of class like speech the lesson then ask to the student to do the task. if they do not understand the meaning, the teachers ask to look for on the dictionary.

There are limited technique to make the students enjoy with the lesson, many of students feel bored and do not care with the lesson. Then, on the valuation of their classroom technique, it can be seen that classroom technique does not run well even and there are some shortcomings on its implementation. Because, many of students do not pay attention to the teachers. Therefore, there are some discrepancies on the classroom technique.

Table 4.17 The Discrepancies between teachers' beliefs and their practices on classroom technique

| No | Teachers' beliefs | Teachers' practice |
|----|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | They stated by using various technique, namely; taking role play, oral repetition, discussion, drilling, and memorizing vocabulary | There are limited variations in classroom technique. Almost they only teach in front of class like speech the lesson then ask to the student to do the task. If they do not understand the meaning, the teachers ask to look for on the dictionary. There are not various technique to make the students enjoy with the lesson, many of students feel bored and do not care with the lesson. |
| 5 | The teachers feel satisfy because their actions are as expected. | Their action are not as expected, it can be seen that classrrom techniqe does not run well. Because, many of students feel bored and do not pay attention to the teachers. |

4. Factors Contributing to the Discrepancies between Teachers' Beliefs and Their Practices in Teaching

According to the observation, there is one discrepancy between teachers' beliefs and their practices at SMP Muhammadiyah 10 Surakarta, namely; aspect of learning objective and classroom technique. There are some factors contribute to the discrepancies between teachers' beliefs and their practices in teaching.

The discrepancy between teachers' beliefs and their practices is on classroom technique. According to the observation and interview, it can be seen that the teachers do not prepare well, teachers do not master the students' psychology. There are many schedules in their daily activity. The students feel bored and do not pay attention well to the teachers, because they teach monotonous and they use limited technique in teaching. In addition, an account of students in classroom is not proportional. These are as factors caused the discrepancies between teachers' beliefs on classroom technique and their practices.

"I feel not comfortable with the environment of the class, because there are limited facilities and the accounts of students are not proportional, they are more than thirty of students in every class. So, the condition is crowded and not comfortable.

(Adopted from interview with T1 on Tuesday, January 3rd. 2017)

However, it is caused there are less teachers' preparation, there are many hours that had been faced by the teacher made them tired and they did not teach well in the class.

"I have sixteen hours a week in teaching english, and I have eighteen hours a week in student affairs. Sometime, I feel so tired in delivering lesson to the students".

(Adopted from interview with T1 on Tuesday, January 3rd. 2017)

"I have twentyfour hours a week in teaching also and four hours a week for extratime in teaching english for third grade".

(Adopted from interview with T2 on Wednesday, January, 4th 2017)

5. Factors Contribute with Shape the Teachers' Beliefs on Teaching-Reading of English at SMP Muhammadiyah 10 Surakarta

Teachers' belief systems are founded on the goals and values teachers hold on the content and process of teaching, and their understanding of the systems in which they work within it. Teacher beliefs systems are built up gradually over time and they are derived from different sources. According to

the in depth-interview, the following are the factors contribute to shape the teachers' beliefs on the techniques of teaching-reading of English at SMP Muhammadiyah 10 Surakarta.

a) Teachers' experience as language learners.

All teachers have undergone a phase in which they were learners and reflections about how they were taught contribute to forming their beliefs about teaching. The following is the evidence of teachers' experience as language learners as factor contribute to shape the teachers' beliefs in their practices at SMP Muhammadiyah 10 Surakarta.

“The experience when I was studied in the school was very impression for me. So, I follow from what they had done in teaching in the class. I also to try to be better as a teacher to teach the students in the school”.

(Adopted from interview with T1 on Tuesday, January 3rd. 2017)

According to the in-depth interview above, it can be seen that the influence from the experiences' in her school was very impression in her mind. She had seen how her teachers taught in the class. From what they had done, she follows the way they teach. In addition, she also try to be better in teaching the students in the school. Therefore, it as evidence that teachers' experience as language learners as factor contribute to shape the teachers' beliefs on the technique of teaching-reading of English at SMP Muhammadiyah 10 Surakarta.

The second evidence comes from T2. She stated as follow:

“I had an special experience from my teacher when I studied in the school. And he inspired me to be as a good teacher like him.”

(Adopted from interview with T2 on Wednesday, January, 4th 2017)

From the quotation above, it can be seen that she also had impressive experience when she studied in her school before. She had a

good teacher that had inspired her how to be a good teacher. So that she always follows her teachers' ways in teaching. Therefore, it as evidence that teachers' experience as language learners as factor contribute to shape the teachers' beliefs on the teachnique of teaching-reading of English at SMP Muhammadiyah 10 Surakarta.

b) Experience from teaching

Teaching experience can be the primary source of teachers' beliefs. By witnessing how a method works for a particular group of students might lead to the beliefs about such a method. The following is the evidence of teachers' experience from teaching as factor contributes to shape the teachers' beliefs on technique of teaching-reading of English at SMP Muhammdiyah 10 Surakarta.

“As a teacher, we must can educate the students become good people that usefull for themself or the others. Every students have uniqueness, they come from various background and different characters. So, it’s challange for me to give better in teaching to them, therefore my teaching is better from day to day”.

(Adopted from interview with T1 on Tuesday, January 3rd. 2017)

According to the quotation above, it can be seen that T1, stated about her statement about the condition of her students. She stated the teacher has to can educate the students become good people and usefull for the others. She also draw the condition of students in her school is unique. They come from various bakcground and characters. It will be surplus to her students. So it is a challange for her to teach better to her students, her teaching is better from day to day. Therefore, it as evidence that teachers' experience as language learnes as factor contribute to shape the teachers' beliefs on the teachnique of teaching-reading of English at SMP Muhammadiyah 10 Surakarta.

c) Training

All the teachers believed that training has important role in influencing the teachers' beliefs and classroom practices. Training derive their belief system from learning principles of second language acquisition (SLA) research, education or even other schools of thoughts such as psychology.

“The training that I had participated strongly influence my beliefs, it also strengthen my classroom practices”.

(Adopted from interview with T2 on Wednesday, January, 4th 2017)

From the statement above, it could be concluded that the trainings they participated assisted them to enrich the teaching foundation and regularly shaped their beliefs. When they conducted teaching, they felt that there were assumptions underlie before selecting a precise approach, method, roles in the teaching and learning as well as in teaching-reading activity.

Table 4.18 Factors contributing to the teachers' beliefs

| No | Factors contributing to the teachers' beliefs |
|-----------|------------------------------------------------------|
| 1 | Teachers' experience as language learners. |
| 2 | Experience from teaching. |
| 3 | Training |

B. Discussion of the Research Findings

The discussion of research findings discussed the analysis of the research findings. In this part, the researcher would like to divide the discussion into two sections. The first section discusses the comparison between research findings of the current study and research findings of previous studies. Then, the second section discusses the compatibility between research findings of the current study and the theories.

1. The Comparison between Research Findings of the Current Study and Research Findings of Previous Studies.

This part, the researcher would like to compare the findings of the current study with the previous studies to place the position of the research. These are the following descriptions:

a. The Consistencies of English Teachers' Beliefs and Classroom Practice

In this section, the researcher would like to discuss the topic of the findings between the previous studies and current study. Based on the discussion between previous studies and the current study, the researcher finds the comparison between teachers' beliefs and the classroom practices. There are the following descriptions:

1) Learning objective

Depart from the comparison the previous studies and the current studies, the teachers' beliefs about learning objective are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place. The learning objective is important to set before and after doing the teaching.

Based on the observation the teachers prepare the learning objective before and after, this finding of the study was relevant with Tertemiz and Levent work (2014). They stated also the

teachers' beliefs held by preservice teachers will affect their classroom perceptions and behavior. In another study conducted by Tamimys' work (2014) He concentrated on ELT instructors' beliefs about language teaching. He attempted to examine relationship between teachers' beliefs and practice. He revealed that there was no correlation between state universities and different branches of Islamic University ELT instructors' beliefs about language teaching and their real practices in the classrooms in Iran.

2) Teachers' Roles

Based on the analysis of the findings, the two English teachers at SMP Muhammadiyah10 Surakarta almost shared the similar beliefs about the teachers' roles namely (1) teacher as facilitator (2) teacher as a informant (3) teacher as an organizer and (4) teacher as an evaluator. Those beliefs were consistence with their classroom practices. All the teachers demonstrated teacher as a facilitator and as a source. During the teaching, they facilitated the students to learn in the class.

This finding of the study in line with the previous study conducted by Larenaz and Hernandez (2015). They explored some objects in teachers' beliefs domain: (1) the use of English in ELT lesson (2) teachers' roles (3) students' roles and (4) teaching components. They concluded that the teachers' beliefs and their practices were congruent. They added that teachers' beliefs were roots of perception storage in their mind which drive as well as a filter to implement the beliefs in the class.

3) Students' Roles

Based on the analysis of findings, the two teachers stated that the student has responsible in successfull of learning process.

They should be actively involved in the learning process and should behave appropriately in a learning environment. There are some students' roles, namely; as processor, performer, and listener. Students are already many active roles in teaching so that the teachers' role as a facilitator can be run well.

On Li Xu's Work (2014) finding, relating to the students' role. It shows the degree of importance between teachers and learners in the pedagogical process. There are 100% of participants who believe that students are in the same range of importance as teachers, since the teaching and learning processes are closely connected. In the classroom, under communicative approaches, great emphasis has been placed on learner-centered teaching learning as a way to make students' needs central to the educational process. Students' motivation and participation in the classroom help the process of language teaching and learning.

This finding of the study in line with the previous study conducted by Larena's work (2015), Levins' work (2006) and Ebrahim and Amanis' work (2014) They have similar description that the students have important roles in the implementation in teaching and learning to be successful.

4) The role of authentic material

Based on the analysis of the findings, the two English teachers at SMP Muhammadiyah10 Surakarta almost shared the similar beliefs about the the role of authentic material. The teachers stated that authentic material has important part in teaching and learning, because it is a tool or equipment that can be used to support the teacher and student to achieve the learning objective based on the curriculum. The teachers select or pick the source

from internet, textbook or workbook that matches with students' ability.

The finding of the study in line with Ebrahim and Amanis' work (2014) They explore the beliefs of EFL teachers in teaching reading strategies. They stated that the authentic material has important role in helping the teachers and students in teaching and learning process. The current study also parallel with the previous study was conducted by Liaos' work (2007). She put from many sources in teaching and learning activity from the internet and workbook to help the students in learning the lesson.

5) Components of Reading skill

The teachers' beliefs on component of reading at SMP Muhammadiyah 10 Surakarta, the teachers believe that to become successful learning in reading they must develop skills in reading, namely; Phonic is the way and rule in learning reading English easily, quickly and systematically. Phonemic awareness is ability to distinguish the meaning of words even though there are the same of sounds in the words but the meanings are different. Vocabulary is the mastery and knowledge of person about vocabulary in certain language. Fluency is the proficiency and the ability of person in reading. Reading comprehension is the ability in understanding or comprehending of the text.

The finding of the study in line with Ebrahim and Amanis' work (2014). They showed that component of reading placed great emphasis on the significance of teaching reading strategies. Teachers were found to believe that the most important teaching reading strategies are: "To guess the meaning of the ambiguous vocabulary" (Mean 4.62), "To explain vocabulary items" (Mean

4.48), “To scan the text” (Mean 4.48) and “To ask questions to check the comprehension of the text” (Mean 4.44).

b. Discrepancy of English Teachers’ Beliefs and Classroom Practices

Based on the result of analysis on open ended questionnaire and classroom observation. The researcher detected that not teachers’ beliefs and classroom practice was consistent. The researcher found that there is one aspect of the English teaching components was discrepancy with the teachers’ beliefs namely classroom technique. These are the following explanation;

1) Classroom Technique

Based on the analysis of the findings, the two English teachers mention that classroom technique strategy or effort that used by teachers to deliver the lesson to the students based on learning objective. Classroom technique is used to support the implementation of teaching can run well. they stated by using various technique, namely; taking role, oral repetition, discussion, drilling, and memorizing. Their beliefs about the classroom technique is closely in line with the definition stated by Anthony (1963; 96), he reveals that classroom technique could be a certain trick, strategy or contrivance used to accomplish an immediate objective.

In their implementation in the classroom, the teachers used limited technique in delivering the lesson to the students. The teachers almost speech in front of the class along in teaching and learning activities. This current study is not relevant with the previous study was conducted by Farel’s work (2014). Farrel conducted a study with the topic of the study teachers’ beliefs in

practicing in classroom. He stated that the teachers who used various classroom technique in teaching and learning, it could influence students' achievement in learning.

c. The Factors contribute with Shape The Teachers' Beliefs and Classroom Practices.

The factors or source of teachers' beliefs and classroom practices were influenced by a number of factors and those factors were bounded with the context. In this current study, the researcher conveyed that the factors were responsible for shaping the teachers' beliefs and practice were: (1) experience as a language learner, (2) experience in teaching (3) Training

2. The Compatibility between Research Findings of the Current Study and the Theories.

In this part, the researcher would like to explain the discussion of the findings between the previous studies and current study then the findings will be correlated with the theories to see the compatibility with the theories.

a. Consistencies of English Teachers' Beliefs and Classroom Practices

Based on the discussion between previous studies and the current study, the researcher found the compatibility between teachers' beliefs and their practices. These are the following descriptions;

1) Learning objective

The teachers' beliefs are some points to be achieved or behavior that can be done by the students based on specific competencies after learning process takes place. The learning

objective is important to prepare before and after doing the teaching. Based on the observation, the teachers prepared the learning objective before and after doing teaching. The importance of the learning objective is relevant with the theory is revealed by Wong (Wong, et al., 2011: 53) cited in Wafa, 2016. He adds that learning objective is essential to guide and set the evaluation of learning, selecting the proper source, the effective model of the assessment will be used.

2) Teacher' role

The teachers had various roles in the classroom. Basically, teachers' beliefs could be shaped or constructed as result of self- narration that the teachers make about their selves. The roles of the English teachers at SMP Muhammadiyah 10 Surakarta could be classified into four roles: (1) a facilitator, (2) informant, (3) an organizer and (4) an evaluator.

According to Harmer (2007:108-110) cited in Zainal (2015) used other terms to categorize teachers' roles in several roles, those called as (1) A controller, (2) A Prompter,(3) A participant or facilitator,(4) A Resource, (5) A Tutor. The result of the study shows that a teachers' role is not only more than simply standing in front of a classroom but also lecturing. An effective teacher understands that teaching involves wearing multiple ways to ensure that the school day runs smoothly and all students receive a quality education. Involving students in teaching activities, teachers act as facilitators in the teaching activities, so students play an active role. This result shows that the teachers, as facilitator, controller, resource, and tutor are congruent with the Harmers' theory on teachers' role.

3) Student' Role

According to Baile (2009) cited in Mujahidin, (2015: 58) classifies into three classifications: (a) active participant (b) motivated participant and (c) coordinator. The result of the study shows that the student is responsible for his/her own success in the learning process. He/she should be actively involved in the learning process and should behave appropriately for a learning environment. In determining the material planning / topics to be learned in the classroom, students sometimes get involved by giving feedback about a topic or another. The view of students' role in the classroom is very active and enthusiastic in participating in learning. It means that the role of students in the classroom is parallel with the Bailes' theory on students' role.

4) The role of Authentic material

According to <http://study.com>, authentic materials are the tools used in educational lessons, which includes active learning. Moreover, The role of authentic material “as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Authentic material may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests”. The result shows they use authentic material as learning resource to support and facilitate teaching and learning in the class. They also used from any sources. Therefore, the study is congruent with the theory.

5) Components of reading skill

According to <https://www.readnaturally.com> there are five components of reading skill: phonics, phonemic awareness, vocabulary, reading comprehension, and fluency. These five

aspects work together to create the reading experience. As students learn to read, they must develop skills in all five of these areas in order to become successful readers, namely; Phonic is the way and rule in learning reading English easily, quickly and systematically. Phonemic awareness is ability to distinguish the meaning of words even though there are the same of sounds in the words but the meanings are different. Vocabulary is the mastery and knowledge of person about vocabulary in certain language. Fluency is the proficiency and the ability of person in reading. Reading comprehension is the ability in understanding or comprehending of the text.

b. Discrepancy of English Teachers' Beliefs and Their Practices

In the analysis of the research finding was detected that not teachers' beliefs and classroom practice was consistent. The researcher found that there was one aspect of the English teaching components was discrepancy with the teachers' beliefs. This fact was supported by some previous studies conducted by Tertemiz and Levent work (2014), Tamimys' work (2014) then Farels' Work (2014). These are the following explanation:

1) Classroom Technique

Classroom technique is strategy or effort that used by teachers to deliver the lesson to the students based on learning objective. Classroom technique is used to support the implementation of teaching can run well. they stated by using various technique, namely; taking role, oral repetition, discussion, drilling, and memorizing. Their beliefs about the classroom technique is closely in line with the definition stated by Anthony (1963; 96) cited in Wafa, 2015. He reveals that classroom technique could be a certain trick,

strategy or contrivance used to accomplish an immediate objective.

c. The Factors Contributing to Teachers' Beliefs and Their Practices

Teachers' beliefs always drew the attentions to discuss in teaching. Recognizing the main source how the beliefs were constructed or shaped could assist the teachers, education trainers and education itself to advance the quality of teaching for the better education. The current findings of the study found the main sources of teachers' beliefs at SMP Muhammadiyah 10 Surakarta, namely: (1) experience as language learner (2) experience from teaching (3) training (4)

This current finding was also in line with Borg (2003), he used the different terms. He preferred to use prior experience instead of experience as language learner, Coursework (seminar or training), teachers' teaching experience (experience works best in the teaching).

Similarly, the finding supported and insisted the theory conveyed by Kindsvatter, Willen, and Ishler (1988) cited in Richard & Lockhart (1997), they attempted to investigate the dominant factors constructing the teachers' beliefs, they bounded the factors into six: (1) their own experience as language learners (2) Experience of what works best (3) Established practice (4) Personality factors (5) educationally based or research-based principles (6) Principles derived from an approach or method.