

**TEACHERS' BELIEFS IN TEACHING READING AND
CLASSROOM PRACTICES:**

**(A Case Study at SMA AL- ISLAM 1 of Surakarta in the Academic Year of
2017/2018)**



**Written as a Partial fulfillment of the Requirements for Getting Master
Degree of English Language Teaching**

**by
AULIA FIRDAUSIA PUTRI
S200160055**

**MAGISTER OF LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

**TEACHERS' BELIEFS ON TEACHING READING
AND CLASSROOM PRACTICES**

**(A Case Study at SMA Al Islam 1 of Surakarta in the Academic Years
2017/2018)**

PUBLICATION ARTICLE

Written by

Aulia Firdausia Putri

S200160055

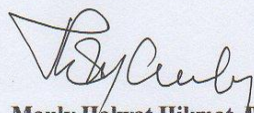
Has Been Approved By

Primary Supervisor



Prof. Dr. Endang Fauziati, M.Hum

Co-Supervisor



Mauliyah Halwat Hikmat, Ph.D.

**APPROVAL OF PUBLICATION ANUSCRIPT FOR SUBMISSION
TEACHERS' BELIEFS ON TEACHING READING
AND PRACTICES**

(A Case Study at SMA Al Islam 1 of Surakata Academy Years 2017/2018)

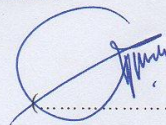
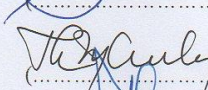
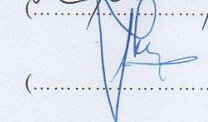
Submitted by
Aulia Firdausia Putri
S200160055

Has been examined by the board of examination on March 20th 2018. All feedback, correction and suggestion recommended by the examiners have been considered and revisions have been accordingly made by submission.

Board of examiners certifies that the Thesis is eligible for submission.

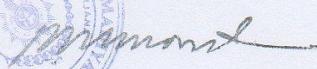
Board of Examiners

1. **Prof. Dr. Endang Fauziati, M.Hum**
(Primary Supervisor)
2. **Maully Halwat Hikmat, Ph.D**
(Co-Supervisor)
3. **Dr. Dwi Harvanti**
(Examiner)


(.....)

(.....)

(.....)

Surakarta, 20th March 2018

Director of Graduate School

Prof. Dr. Bambang Sumardjoko, M.Pd

STATEMENT OF AUTHORSHIP

I hereby confirm that this publication article is an original and authentic work written by myself and it has satisfied the rules and relation of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of a previous degree in any tertiary institution in Indonesia or abroad.

Surakarta, 16th March 2018



Aulia Firdausia Putri

S200160055

TEACHERS BELIEF ON TEACHING- READING AND CLASSROOM PRACTICES

**(A Case Study at SMA Al Islam 1 of Surakarta in the Academic Years of
2017/2018)**

ABSTRACT

This research is a case study on exploring teachers' beliefs on the teaching reading and the classroom practices. The design of the research is a case study that had been conducted in a group of teachers at SMA Al Islam 1 of Surakarta. This research aims to (1) Describe the type of teachers' belief in teaching-reading; (2) Investigate how teachers' beliefs are reflected in the classroom practices. Those Qualitative data were obtained through questionnaire, interview, classroom observation and document analysis. The result of his research showed that (1) the teachers' beliefs on the teaching reading were appropriated with the theories, (2) some teachers beliefs were reflected and their classroom practices.

Keyword: Teachers' Belief, Teaching-Reading, Practices.

ABSTRAK

Penelitian ini adalah sebuah studi kasus mengenai kepercayaan guru tentang penggunaan materi otentik dalam mengajar reading dan prakteknya. Desain penelitian ini adalah sebuah studi kasus yang telah dilaksanakan pada sekelompok guru di SMA Al Islam 1 Surakarta. Tujuan Penelitian ini adalah (1) untuk menggambarkan keyakinan guru terhadap pembelajaran keterampilan membaca, (2) untuk menyelidiki bagaimana keyakinan guru di refleksikan dalam penajaran di dalam kelas. Data yang digunakan dalam berupa data qualitative. Data diperoleh dari hasil kuesioner, wawancara, observasi, dan analisis dokumen. Hasil penelitian ini menunjukkan bahwa (1) keyakinan guru terhadap pembelajaran ketrampilan membaca sesuai dengan teori, (2) beberapa keyakinan guru tidak terefleksikan di dalam kelas.

Kata kunci : Pembelajaran membaca, aspek membaca.

1. INTRODUCTION

Teachers' beliefs are very important for understanding and improving education process. They are very important role in classroom practices and in the professional growth of teacher. They are guiding teachers to adopt their teaching strategies for coping with their daily language teaching challenges. They can make learners' learning environment, their motivation, and their achievement. Teachers' belief have some influences. They influence goal procedures, materials,

classroom interaction patterns, role, their students and the school the work in (Fauziarti, 2015: 53).

Good and qualified teachers are essential for efficient functioning of educational system as well as for enhancing the quality of learning. It is relevant with Wibowo (2014):

A good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence students' outcomes.

Combs cited in Ulkey (2015) remarks that the most important single case of person's success or failure educationally has to do with the question of what the person believes about himself. A belief is a set of big narratives that humans hold influencing the way humans behave in their life. In teaching learning activity successfully. For the teachers holding belief in teaching that learners will understand subject matter when they drill lessons regularly through memorization, they will ask for the students to memorize during teaching and learning activity. In other hands, teachers holding belief in teaching that learners will understand easily the subject if they experience learning by doing. The teacher will formulate the material to manage the student actively in teaching and learning activity.

Borg (2009:2) also suggests that understanding teachers' beliefs is important, he convinces that attempting to understand the teachers, we need to consider the psychological process that controls the sense of their work. He explains the idea in this journal titled 'Introducing language teacher cognition'. In his journal reports that:

"The emphasis on cognitive processes was a major departure from the views of teaching and teachers dominant at the time; teaching was no longer being viewed solely in terms of behaviors but rather as thoughtful behavior; and teachers were not being viewed as mechanical implementers of external prescriptions, as active, thinking decision makers".

Brog points out that understanding the teachers' cognition is essential. Moreover, on his previous journal Brog (2003) puts his idea on this discussion. He states that 'that' teachers are active, thinking, decision makers who make instructional choices by drawing on complex, practically-oriented, personalized, and connect-sensitive networks of knowledge, thoughts, and beliefs' (Brog, 2003: 164) he considers that teachers' belief takes significant role on their teaching practices. In addition of his idea. Farrell and Benin's (2013: 164) in their study of SFL their beliefs and classroom practices, they also state that all teachers have their own belief about teaching and learning. Farrell and Lim (2005) strengthen their idea, by saying that empirical findings have suggested that what teacher do in the classroom mirrors what they believe and these beliefs often influences their instructional decision.

A research on writing strategy is not a new research in the world as numbers of researchers already had investigation on teachers' belief on teaching-reading and practices. Larenax and Hermenez explored the teachers' belief and their practices in Chie. The topic of the study concerned by the researchers is EFL teachers' beliefs about the teaching and learning of English in public Education. The objective of the study was to explore teachers' beliefs about teaching and learning English.

This research was a case study. The data source of the study taken from sixteen secondary school teachers of English a sample. All of them were teachers of English who have gone through five years of formal training at a university level; therefore, their proficiency level in English was at least upper international or above. Their teaching experience varies from 12 to 32 years. To collect the data the researcher various techniques were semi-structured interview and a twenty – two statement survey were administered to the participants. The data were analyzed by semantic content analysis of all he interview responses was conducted to identify categories and subcategories to describe the content.

Tertemiz and Levent explored the teachers' belief and their preservice by comparing on education and classroom management. The topic of the study

described about the teachers' belief held by perserviceeacher will effect their classroom perceptions and behaviors. They wanted to investigate weather the understanding these beliefs in necessary to better understand preserves teachers or not. This study attempted to determine and compare pre-service elementary teachers' educational and classroom management beliefs.

Levin did a study entitled "teachers' belief and practices in technology based Classroom: A Developmental view". This paper reports on an exploratory, longitudinal study that analyzes and interprets the evaluation of teachers' beliefs regarding learning teaching and technology based information risk tasks in six 4th-6th grade classrooms.

2. RESEARCH METHODOLOGY

The research reported on this article was adopted the principle of case study. creswell (2007:73) Case study research is a qualitative approach in which the investigator explore a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observation, interview, audiovisual material, and documents and reports), and reports a case description and case based themes. For example, several programs (a multi-site study) or a single program (a within-site study) may be selected for study. Then the research aims to investigate how teachers' beliefs and the classroom practices on teaching reading.

This study conducted in SMA Al Islam 1 of Surakarta. There were 2teachers involved in this research. The first phase was preparation which covers planning observation, problem identification and writing proposal. The second phase was the research itself included collecting and analysis data. The last phase was writing report which was done on October to January 2018.

The data were collected through observation, interviews, questionnaires, and document analysis. Interview and questionnaire was conducted to get the data about teachers' beliefs in teaching reading. The classroom observations was

carried out to obtain the data about the implementation teaching reading. Meanwhile document analysis used for supporting the data got from the interview, questionnaire, and classroom observations. The data collected were analyzed by using Interactive Model development by Miles and Huberman (1984). This type of data analysis was divide into four parts, namely: (1) data collection, (2) Data display, (3) data reduction, and (4) conclusion drawing and verification. For the validity of the data, researchers used triangulation.

3. RESEACH FINDINGS

In this research finding, the researcher would like to present the result of the research. It os presented as follow: (1) Teachers' belief on teaching reading, and (2) the implantation of teaching reading.

3.1 Teachers' beliefs on teaching reading

The analysis of open ended questionnaire, document analysis and interview about the English teacher' beliefs in teaching-reading, these involving learning objective, classroom technique, teacher' role, student' role, and the role of authentic material at SMA AL Islam 1 of Surakarta could be categorized into several components: (1) learning objective, (2) Classroom technique, (3) teacher' role, (4) Student' role, (5) the role of authentic material. The following is the finding of teacher' beliefs in teaching-Reading method.

3.1.1 Learning Objective in Teaching Reading

The first was belief on the notion of learning objective on teaching reading. The point of the English teacher' beliefs on learning objective at SMA Al Islam 1 of Surakarta 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.

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

On the other hand, she also 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.

“The learning objectives of teaching reading are some point that can be done by the students based on specific competencies in teaching and learning”. (OEQ, Msr. S/ XI)

The second point of the teachers’ belief on learning objective is the importance of determining learning objective before and after doing teaching learning process.

“Learning objective of teaching reading is getting information from the texts above. the students get some information such as close meaning, main idea, and the social function of the texts”. (OEQ, Mr. F/XIA)

The teacher belief that learning objective of teaching reading is getting information from some the texts that she has learn to her students in teaching learning process. The information that the students get from the texts are he main idea of each paragraph, the close meaning of some and the social function of the text above and what is the text tell us about.

3.1.2 Classroom Technique in Teaching Reading

The second is the beliefs on the notion of Classroom practices. Based on the result of interview show that the classroom technique was how the effort of teachers to delivered the lesson based on learning objective, so it made the students easier to information on reading text.

“Classroomtechnique is way or effort used by teacher to teach a lesson to the students based on learning objective and I usually use some technique to get some information such as making group to discussion, oral reading aloud, presentation, etc”. (EOQ, Mrs. N/XI A1)

She said that divined the students for some groups to discuss a text make the student active in teaching learning process. They will discuss with their own group what the text is about, what the main idea of each paragraph is, what the purpose of the text is, what the text is about, and what the characteristic on the text are.

3.1.3 Teachers’ Role in Teaching Reading

A teachers' 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.

The first point of the English teachers' beliefs on teacher role in teaching reading at SMA Al Islam 1 of Surakarta is the assumption of teachers' role in teaching reading.

"In teaching-learning in the class, my roles among others; correctors, I must be able to distinguish where the value of good or bad, I am as inspiratory, informant, organization, motivator, and facilitator to help the student to get information for each text ". (EOQ, Mrs N/XI)

Based on the quotation above, it can be seen that there are some teachers' role. 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 inspiratory. 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 organization, it means should have the management of academic calendar. Besides, the role is as motivator, which can encouraged 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. Those, the role is as mentors who guide students into mature adults.

3.1.4 Students' Role in Teaching Reading

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

According to open-ended questionnaire, they are five points of the teachers' beliefs on the students' role at SMA Al Islam 1 of Surakarta, namely: The view of

students' role in the planning of material. the assumption of students' role, the evaluation 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 the students' role at SMA Al Islam 1 of Surakarta is assumption of students' role.

“The role of a students in teaching reading is very important they have primary ask of learning to know how they can will get information from the text. So he/she can answers the question based on the text correctly”. (EOQ, Mrs. N/XI)

“The students have important part in teaching and learning process. Therefore they have important role in successful of learning process. So he/she should be active when they discuss with their own group, they can ask the teachers when they confuse to get the main idea of paragraph”. (EOQ, Mrs. S/XI)

Based on the quotation above, the teachers assumes that the students have responsible in learning. Because they have to be useful to their self or the others. The role as a student is learning. what the material that they have get are, what the information that they have get during learning process, and they can practice some of advice from their teacher after the study take place. The teachers said the students are important part in learning process. Therefore, they also have an important part in learning process. Therefore, they also have an important role in the success learning.

3.1.5 The Role of Authentic Material in Teaching Reading

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. The first point is the assumption about the role of authentic material at SMA Al Islam of Surakarta. The followings are their statements;

“The role of authentic material occupies important position in teaching and learning process. To support it I give them some kind of texts and show it use LCD projector and supported some picture which related with the text to help the students get information's clearly. 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, Mrs. N/XI)

“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, Mrs. S/XI)

Based on the statements above, it can be conclude that the roles of authentic material has important part in teaching learning, because it is a tool or equipment that can be used to support the teachers and student to achieve the learning objective base on the curriculum, in other hand it make the learning process is joyful for the students to get some information on reading text.

3.2 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.

3.2.1 Learning Objective

Based on the assumption about learning objective from English teachers at SMA Al Islam 1 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. They students should found the information from the text above to answers some question from the teachers to help them understand what the text discussed. The researcher made an observation in the classroom to know about the implementation of teachers' belief on learning objective.

Mrs. N	: “Today we will discuss about “MalinKundang”, have you ever hear that story ?”
Students	: Yes, I have mom
Mrs. N	: “What is the main idea from the first paragraph?”
Students	: “about where is the story take place, mom”
Mrs. N	: “Yes, good, so what is the information that you will get from this story?”
Students	: “ MalinKundang was turn into a stone caused he didn’t ask apologize to his mother”

(Observant Mrs. N’s class/on Nov 17th, Nov 2017/XI IA)

Based on the implementation the teachers’ and the students have achieved the learning objective. The student got the information above the texts and them also understanding the some main idea of each paragraph.

3.2.2 Classroom technique

The second is the teacher's practices on teaching technique in the classroom. The teachers ask some students to stand up in front of the class to read the text aloud.

Mrs. N : "Okay, Ilham come forward, Read the texts loudly in front of your friends!"
 Students : "Yes, mom"
 (Observant Mrs. N's class/on Nov 17th, Nov 2017/XI IA)

The teachers ask the students who not attention the teachers to reading aloud the text in front of the class will make them attended the classroom activities in teaching learning reading. Besides that reading aloud make them learn how to get some information from the text clearly by themselves and they will feel more confident.

Mrs. N : "Okay, Now I will make some groups to discuss about this text, please answers my questions with your group, then if you have finish, please present in front of the class"

Students : "yes mom"

(Observant Mrs. N's class/on Nov 17th, Nov 2017/XI IA)

In classroom practices on teaching technique the teachers used discussion by making some group to answer her question. It will make the students easier to find the information from the text and make them quickly to understanding the text above by sharing information with their group member.

3.2.3 Teachers' Roles

In the classroom practices, the researcher still found the similarity of teachers' beliefs and practices were consistent.

Student R : "*Mrs. N ciri-cirika luitu text narrative apa mom?*"

Mrs. N : "*ciri-cirinya yang paling mudah adalah karakter atau tokoh cerita menggunakan hewan yang bias melakukan aktifitas seperti manusia, ceritanya khayalan, berlatas belkang kerajaan, hutan atau istana, dan bahasa yang di gunakan ialah past form.*"

(Observation Mrs. N's class/on Nov 17th, Nov 2017/XI IA)

Based on the observation on teachers' role practices in teaching reading, the teachers as a facilitator for her students. She answers all of the students

question to understanding the characteristic of narrative text. The student get many new information by their teachers.

Student : “Mrs. Jenis-jenis text narrative ituapasaja mom?”
Mrs. N: “adafabel, legenda, danmitos”
(Observason Mrs. S’s class/on Nov 17th, Nov 2017/XI IA)

Based on the observation in teaching learning process both of them did. Their roles as a facilitator. They always answers their students’ questions about the topic that they didn’t understand. Sometime the teachers close to the students’ chair to look what their students do during the learning processed and the teacher make sure all of the student understanding what they have learn that day.

3.2.4 Students' Roles

Sometimes in the beginning of lesson along the researcher made an observation in the classroom, the teacher 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 one of the narrative story in the book, do you want to read Cinderella or the KeongEmas?"

(Mrs. N, adopted from class observation, 6th November 2017)

"Look at you book. Today we learn about narrative, please choose one of the narrative story in the book, do you want to read MalinKundang or the KeongEmas?"

(Mrs. S, adopted from class observation, 6th November 2017)

She taught that student was a partner, so the teachers give them opportunities to choose the topic which the want to discus. The students also ask to their teachers to understanding the material. They often ask the meaning of some vocabularies that they didn’t know. The students also help the teachers to achieve the classroom objective during the teaching reading process.

4. Discussion

The discussion of research findings discussed the analysis of the research findings. In this part researcher would like to elaborate between research finding of the current study and research findings of previous studies and the theories.

there are some aspect will be discuss namely : (1) teachers' belief of teaching reading and (2) teachers' belief on reading practices,

4.1 Teachers' Beliefs of Teaching Reading.

There are five aspects of teachers' belief in teaching reading that will be discussed by the researcher. Those are (a) learning objective, (b) teachers' role, (c) students' role (d) the role of authentic material as follows:

4.1.1 Learning Objective

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 capture specifically what knowledge, skills, attitude of learner should be able to demonstrate some lessons by the teachers.

Based on the finding, there are five points of the English teachers' beliefs on learning objective at SMA Al Islam 1 of 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, their feeling whether their learning objective indicator cannot be achieved, and their valuation on their learning objective.

4.1.2 Classroom Technique

Based on the finding, there are five points of the English teachers' beliefs on classroom technique at SMA Al Islam 1 of Surakarta, namely; the assumption on 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 evaluation of the classroom technique.

The first point of the English teachers' beliefs on classroom technique at SMA Al Islam 1 of Surakarta, classroom technique was how the effort of teachers

to delivered the lesson based on learning objective, so it made the student easier to understand the lesson.

The second point of the best way to determine good technique in learning-reading process. The third point of the way to determine the type of technique to apply in the class. The fourth point of the problems or difficulties in applying the technique in the class.

According to 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 in language teaching development, there are various kind of techniques. (Larsen, Freeman and Anderson. 2011: 43-50) classify some techniques based on the approach the teachers use in the classroom, these are the descriptions:

The teachers who use the Grammar Translation Method Approach will take the following techniques: (1) Translation of a literary passage; the teachers will instruct the students to translate their own language into target language (2) reading comprehension questions; the teachers give a text to comprehend then the students require to explain the content of the reading (3) cognate (4) fill in the blank (5) Deductive application of rule; the teachers explain the grammar with the examples then the students will work based on the exercise and (6) memorization; the teachers demand the students to memorize the important vocabulary in the lesson.

4.2.3 Teachers' Role

Based on the research finding the teacher did their role as facilitator, informatory, manager, director, resource and inspiratory for their students in the classroom. The teacher answers the student's questions when they understand what the material was. The teacher also give them motivation who had inspirit in teaching learning process. According to Brown (2001: 23) a teacher had to play roles as controller, director, manager, facilitator, and Resource.

4.2.3.1 The teacher as a controller

Master controllers determine what the students do. When they should speak, and what language forms they should use. As a controller, teacher needs to control what the students learn and of their behavior. They will learn because the teacher imparts knowledge and will not learn if they do not do what the teacher requires (Paul, 2003: 138). As a controller, a teacher needs to give personal direction in order for children to keep learning positively and confidently.

4.2.3.2 The teacher as a director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like conductor of an orchestra or director of a drama. In this case, the teacher should keep the process flowing smoothly and efficiently.

4.2.3.3 The teacher as a facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. As a facilitator, a teacher tends to look at the students as natural learners who will be successful as long as the teacher provides them with a stimulating learning environment (Paul, 2003: 138).

4.2.3.4 The teacher as a resource

Here the teacher takes the least directive role. In fact, the implication of the resource role is that the student takes the initiative to come to the teacher. The teacher is available for advice and counsel when the student seeks it.

Researcher assumed that the teachers knowledge about teachers' role is good, it was supported from the observation that the teachers did their role in the classroom, they can control the classroom condition, they can transfer their knowledge to their student so the student understand easier what they learn. Beside that the student who has low motivation could be managed by the teacher because the teacher had experiences enough about the teachers' role as motivator that supports with Browns' theory.

4.2.4 Students' role

Based on the research finding the teachers gave a change to the students in determining topic. In teaching learning processed the teacher asked to students what the topic that they liked from some of story to make the students interest and attend their material. The teacher also asked to the passive student to answer the question with polite language so the student can be active and cooperate with each other.

According to Littlewoods, 1981: 1, the learners' roles in communication was very important in communication since the communication would not take place when there was no participation of the learner. Communication purposes would only take place when at least two parties were involved.

The researcher assumed that the students did their role by answering the teachers' questions. It make improve their communication skill and self-confident when the teacher had active to given them short answer questions.

4.2.5 The Role of Authentic Material

Based on the research finding the teacher use the authentic material provide by school to support and facilitate teaching and learning in the class. The teachers used many sources material from internet, journal and other book which appropriate with the material that they would discussion.

The research finding about the role of authentic material in the classroom was appropriate with some theories that the authentic or instructional material is one of determining aids that help teachers in doing teaching. The authentic material is used by the teachers to make his or her teaching very effective is mentioned teaching aids and instructional material Patel and Jain (2008, cited in Sulaikah 2013: 26). In line with the previous definition, Fauziati (2015: 196) explained that:

“Instructional material is any systematic description of techniques and exercises to be used in the classroom teaching; it provides the content of the lesson, the balance of skills taught, and the language practice of the student.

For the teacher it provides primarily to supplement the teachers' instruction and for the student it gives the major source of the content that they have to learn."

The teachers can select a variety of materials such as a text book, workbooks, worksheet or nor printed material (cassette or radio material, videos, newspaper or computer) Sulaikah (2013: 40). Tomlinson in Richard (2001, cited in Sulaikah, 2013: 41) categorized good language teaching material into three: (1) material should achieve impact, make learners feel happy. and develop students' confidence_ (2) Material should facilitate students' self-investment. pay attention to students' difference attitudes. Stimulate left and right brain and give feedback.

5. CONCLUSION

Based on the result of the researcher, the researchers conclude by some points such as; the first is the beliefs of learning objective, the teachers believe that learning objectives are some points to be achieved or behavior that can be done by the students based on specific competencies in teaching reading after learning process takes place. The learning objective is important to prepare before and after doing the teaching reading to make students enjoy in learning process.. The way to know the achievement of learning objective indicator is by conducting an evaluation at the end of teaching learning process by inquiring the points contained in the learning objectives to know the achievement of learning objectives.

The second is the beliefs of classroom technique. The teachers believe that 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. The teachers use various technique; taking role play, oral repetition, discussion, and memorizing vocabulary to apply in the class.

The third is the beliefs of teachers' roles. The teachers believe that the teachers' roles in the class are: (1) a facilitator, the teachers help the students, accompanying the students during teaching and learning activity, providing the

textbook and workbook, (2) an informant, the teachers explain the material and giving the information, (3) an organization, teacher group the students, directing the students and stating the rules during teaching and learning activity, (4) an evaluator, teachers tell and assess what the students have learned and giving score that the students do.

The forth is the beliefs of students' roles. The teachers believe that student has responsible in successful 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.

The fifth is the beliefs on the role of authentic material. The teachers believe that it 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.

There are some consistencies between teachers' beliefs and classroom practices particularly on teachers' roles, students' roles, the role of authentic material, and the component of reading skill. The consistencies are as a result of good understanding of the teaching literacy or and theories of learning.

BIBLIOGRAPHY

- Altan, MustofaZulkuf (2012). *Pre-Service ELF teachers' Belief about foreign Language Learning*. European Journal of Teaching Education. Vol 35 (Association for teacher in Europe). Browsed on <http://www.tandfonline.com> on November 21, 2016)
- Aoron. (2015). *An Investigation of teachers beliefs and actions*. University of Florida. Browsed on www.academicjournal.org on 21 November 2016
- Arikunto, Suharsimi (1991). *ProsedurPenelitianSuatuPendekatanPraktik*, Jakarta: RenekaCipta
- Arikunto, Suharsimi (2016). *Dasar-dasarEvaluasiPendidikan*. Jakarta: BumiAksara
- Basturkmen H (2012) *Review of research into the correspondence between language teachers' state beliefs and practices*. System 40 (2); 282-95
- Buston Belinda. (2015). *Bilingual education teachers' beliefs and their relation to self-reported practices*. University of Texas San Antonio. Browsed on www.academiajournal.org on 21 November 2016
- Borg M (2001). Teachers' belief ELT Journal 55(2): 186-88
- Baiyinna, W. (2011). *An Investigation pf Teacher and Learner Beliefs about English Teaching and Learning for Mongolia University Students*. Chinese Journal of Applied Linguistics Vol. 34 No.1
- Brown, H Douglas. (1995). *Principle of language Learning and Teaching*. New York: Longman.
- Brown, H Douglas. (2004). *Language Assessment: Principles and classroom Practices*. New Yok: Longman
- Brog Simon. (2006). *Introducing Language teacher cognition*. University of Leeds. Browsed on www.academiajournal.org on 22 November 2017

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Chooshing among five traditions*. Thousand Oaks, CA: Sage
- Canh, L. (2011). *Form-Focused Instruction: A Case Study of Vietnamese Teachers' Belief and Practices*. The thesis Published by the University of Waikato.
- Efendi. (2013). Cara memperoleh membaca fluency, Browsed on www.belajarbahasainggrisonggratis.blogspot.com on 27 November 2017
- Ebrahim and Amina. (2014). *In service EFL Teachers' Belief about Teaching Reading Strategies*. King Saud University. Browsed on www.academiajournal.org on 22 November 2016
- Fauziati, E. (2014). *Teaching of Teaching English as Foreign Language (TEFL): Traditional Methode, Designer Method, Communicative Approach, Scientific Approach*. Era Pustaka. Surakarta
- Farrel Thomas. (2014). *Exploring teacher beliefs and classroom practices through reflective practice*. University of Brock Canada. Browsed on www.academiajournal.org on 22 November 2017
- Harnee, J. (2008). *The Practices of English Language Teaching*. England: Person Educational. the 4th Edition.
- Hernandez. (2014). *A case Study on ELF Teachers' Belief about the teaching and learning of English in Public Education*. University of catholic Chile. Browsed on www.academiajournal.org on 17th November 2017
- Li Xu (2012) *Theory and Practices in Language Studies*, Vol. 2, No. 7, pp. 1397-1402, July 2012, Academy Publisher Manufactured in Finland
- Moleong, Lexy J, 2005, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya
- Mulyasa, E (2002). *Manajemen Berbasis Sekolah*, Bandung: Remaja Rosdakarya
- Pajares, F. (1992) *Teachers' Beliefs and Educational Research*, 62, 307-332.
- Richards, J.C and Lockhart, Charles. 1994. *Reflecting Teaching in Second Language Classroom*. Cambridge University Press.
- Runikasari Septiana. (2010) *Phonemic membantukemampuan membaca* Browsed on www.qammag.com on 30 october 2017
- Sugioyono. (2014). *Metode Penelitian Pendidikan. Pendekatan Kuantitative, Kualitatif dan R&D*. Bandung: Alfabeta
- Surabiya. (2015). *Teachers' Beliefs and Classroom Practices in Teaching Grammar: A case Study at Basic English Course (BEC) Pare Kediri*, A Graduate student thesis of Sebelas Maret University of Surakarta.

Tammy Mohammad. (2015). *Consistencies and Inconsistencies between the Irani teachers' beliefs and practice*. Albortz Iran of Universuty browsed on www.nova.edu on 24 oktober 2017

Wafa, Zainul (2016). *Teachers' Belief and Classroom Practices of English Teaching: A case Study at MTs N Jeketro*. Thesis: Muhammadiyah University of Surakarta.