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HOW TEACHERS' BELIEFS INFLUENCE READING INSTRUCTION: A CASE STUDY AT AN INDONESIAN SENIOR HIGH SCHOOL

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ABSTRACT

This study examines the sources of teachers' beliefs about reading instruction and the ways in which these beliefs are manifested in classroom practices. Employing a qualitative descriptive case study design, the study involved three English teachers at SMAN 1 Karangbinangun Lamongan. East Java. Data were collected through semi-structured interviews and classroom observations and analysed using data reduction, data display, and conclusion drawing. The findings identify four principal sources of teachers' beliefs: experiences as language learners, teaching experiences, personal teaching philosophies and pedagogical preferences, and research-based educational knowledge. Interview data illustrate how these beliefs developed, whereas classroom observations demonstrate how they were enacted through instructional methods and teachers' roles as facilitators, informants, organizers, and assessors. The study offers context-specific insights into the relationship between teachers' beliefs and reading instruction without making claims about broader generalizability.

Keywords: Teachers' Beliefs, EFL Teachers, Classroom Practices, Reading Instructions

INTRODUCTION

Reading is essential in today's educational environment for both teaching and learning. It is a vital ability that helps pupils achieve academic achievement and lifetime learning. Reading is a channel for communicating information and ideas, allowing writers to convey meaning and readers to develop comprehension. According to (Fatmawaty & Sholihah, 2020)), reading entails understanding the underlying meaning of written words rather than simply decoding them. Since the establishment of the 2006 curriculum in Indonesia, reading has been introduced not only as a mechanical talent, but also as a process of making meaning. Students are expected to comprehend texts and improve their ability to grasp English through exposure to written language (Fatmawaty et al., 2022)Thus, teaching reading has emerged as one of the four key English language skills focused at enhancing students' comprehension abilities (BNSP, 2006).

However, teaching reading is not a simple task. It entails a complicated cycle of lesson planning, question formulation, comprehension scaffolding, progress monitoring, outcome evaluation, and relevant feedback (Farrell, 2015; Richards & Lockhart, 1994). Teachers play

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an important role in influencing the overall effectiveness of reading education. Their ideas about teaching and learning influence their instructional decisions, such as material selection, activity design, and assessment procedures (S. Borg, 2003; Pajares, 1992). These attitudes influence how teachers interpret curriculum goals, respond to student needs, and select techniques to improve reading comprehension (Basturkmen, 2012; Fang, 1996) In other words, teacher beliefs work as an internal compass for their professional activities, influencing both instructional procedures and student learning experiences (Calderhead, 1996).

In EFL situations such as Indonesia, the influence of teacher views is even more important because students frequently have little exposure to English outside of the classroom. Teachers must deal with a variety of instructional problems, including pupils' varying competence levels, restricted vocabulary, and varying levels of willingness to read (Nation & Newton, 2015; Renandya & Widodo, 2016). According to (Özmen, 2012) and Rahman et al. (2018), teachers' views, shaped by personal learning histories, professional experiences, and educational training, influence how they assess difficulties and implement solutions. As a result, their views either promote or limit opportunities for successful reading education.

Despite the importance of teacher views in affecting classroom practices, research into the relationship between beliefs and actual reading instruction in Indonesian EFL classrooms is scarce. Many existing studies focus on teaching methods, material development, or reading strategies, yet relatively few investigate how teachers' internal belief systems influence their instructional decisions (Hamied & Malik, 2017; Puspitasari, 2020). Understanding this link is critical because misalignments between what teachers believe and what they do are frequently caused by contextual factors such as curricular expectations, school culture, and student characteristics (Borg, 2015); .

Given this gap, it is critical to investigate the roots of teachers' views as well as how these beliefs are implemented in real-world classroom scenarios. Such research sheds light on how instructors generate meaning from their experiences and how these meanings transfer into educational decisions (Fives & Buehl, 2012). A better knowledge of these processes can help shape teacher education programs and professional development initiatives focused at improving reading instruction (Farrell & Ives, 2015; Zakaria, 2023)Farrell & Ives, 2015). By acknowledging the various sources of teacher views, stakeholders can better assist teachers in aligning their ideas with good instructional approaches, resulting in improved student reading comprehension and learning outcomes.

Although previous research has investigated teachers' beliefs and pedagogical practices, limited attention has been given to the relationship between the sources of teachers' beliefs about reading instruction and their observed classroom practices within specific Indonesian senior high school contexts. In particular, the ways in which teachers' personal learning histories, accumulated teaching experiences, pedagogical preferences, and research-informed knowledge shape their instructional practices warrant further examination, particularly in relation to the contextual conditions of classroom teaching. To address this gap, the present study examines three English teachers at SMAN 1 Karangbinangun. It is guided by the following research questions: (1) What are the sources

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of these English teachers' beliefs about reading instruction? and (2) How are these beliefs manifested in their classroom practices?

Understanding teachers' views is critical to investigating how instructional decisions are made and implemented in classroom contexts. In the field of English as a Foreign Language (EFL), teacher cognition is widely regarded as a key driver of pedagogical behavior, influencing how teachers interpret curricular demands, interact with students, and apply instructional practices. Because reading instruction is critical in EFL learning, investigating the attitudes that underpin teachers' approaches to teaching reading becomes extremely relevant. Previous research has shown that teachers' views come from a variety of sources, including personal learning histories, professional training, and sociocultural contexts, and that these beliefs have a major impact on their pedagogical decisions. However, empirical research into how such ideas emerge, manifest in real classroom practices, and interact with environmental restrictions is lacking, particularly in Indonesian EFL contexts. This literature review brings together theoretical and empirical perspectives on teacher beliefs, their significance in structuring reading teaching, the sources of reading-related beliefs, and the extent to which beliefs correspond to real classroom practices. It also outlines existing gaps in the literature that contribute to the reason and significance of the current investigation.

Teachers' Beliefs and Their Influence on Classroom Practices

Teachers' views are a critical component of teacher cognition, influencing instructional decisions throughout educational contexts. These attitudes are influenced by personal language learning experiences, professional training, and institutional standards (Borg, 2001). They serve as cognitive frameworks through which teachers understand classroom conditions, assess instructional alternatives, and choose pedagogical tactics. Johnson (1994) underlined that teachers' views profoundly impact how they learn and apply pedagogical knowledge, while Meisani & Rambet (2017) and Farrell (2018) found that instructors' classroom activities frequently mirror their underlying belief systems. Thus, alignment of belief and practice is critical for effective teaching.

Teachers' beliefs act as interpretive filters, shaping how new material and classroom experiences are perceived (Larenas et.al 2015). These ideas have an impact on lesson design, instructional style, and interactions between teachers and students (Pajares, 1992). For example, teachers who believe that active participation promotes learning are more likely to use student-centered techniques, whereas those who value accuracy are more likely to use teacher-centered approaches. Gilakjani & Sabouri (2017) go on to explain that teachers' attitudes are influenced by their learning experiences, professional reflections, and theoretical knowledge gained through teacher education programs.

Teachers' Beliefs in Reading Instruction

Teachers' ideas influence their perception of the nature and purpose of reading, whether it is defined as decoding, constructing meaning, or engaging with cultural and contextual knowledge. According to Richards & Schmidt (2013), reading entails identifying essential concepts, recognizing text structure, and drawing inferences. Harmer (1998)

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agrees that meaningful reading activities promote language development and comprehension. Gilakjani and Sabouri (2017) define reading as an interactive meaning-making process that necessitates the activation of past knowledge and the integration of textual data.

Effective reading instruction is thus dependent on pedagogical judgments that link students' existing schemata with new material. According to Richards and Lockhart (1996), instructors play a complex role as facilitators, models, and motivators in building environments that promote reading development. Their core values substantially affect their instructional principles, which include vocabulary building, understanding scaffolding, and strategy instruction. Teachers that respect learner autonomy tend to emphasize reading strategies and independent practice, whereas those who favor precision frequently use structured comprehension tasks. Pajares (2018) and Pajares (2018) agree that teachers' views influence goal-setting, activity design, and student involvement in reading classes.

Sources of Teachers' Reading-Related Beliefs

According to recent research, teachers' reading-related beliefs are influenced by a variety of factors, including their learning histories, teaching experiences, formal training, institutional expectations, and broader sociocultural settings (Abdi, 2015; Gao & Zhang, 2020; Gilakjani & Sabouri, 2017) Teachers may approach reading teaching through a variety of lenses, including decoding, comprehension, cultural analysis, or a combination of these (Harmer, 2008; Richards & Schmidt, 2013) Teachers that consider reading as a strategic process generally incorporate prediction, summarization, questioning, and inference, whereas those who use a text-based approach may rely more on translation or literal comprehension (Nurkamto et al., 2021; Salam & Khalek, 2004).

Furthermore, recent EFL research emphasizes the importance of multimodal texts, digital resources, and culturally appropriate materials in increasing reader engagement (Yunus, 2022) Teachers' attitudes toward these developments influence their readiness to embrace or reject innovative reading approaches. Teachers who believe digital texts are advantageous may incorporate multimodal platforms, whilst those who believe they are distracting may continue to use traditional print materials (Mutiaraningrum, 2020; Zhang, 2023).

Belief–Practice Alignment and Contextual Constraints

Although instructors' views are crucial to their instructional conduct, research indicates that congruence between beliefs and classroom practices is frequently inconsistent. According to studies, instructors' professed beliefs may not necessarily match their actual actions due to environmental influences such as time constraints, curricular mandates, examination orientation, and student competency levels (Borg, 2003; Kuzborska, 2011; Mansour, 2008). Misalignment in reading teaching occurs when teachers advocate for communicative or strategy-based approaches while continuing to rely on translation or literal comprehension tasks due to institutional expectations (Nguyen, 2023).

These inconsistencies highlight the necessity of investigating how environmental realities influence the relationship between teachers' views and teaching behaviors. Weng

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(2025) points out that school culture, resource availability, and teacher autonomy all have a substantial impact on instructional decisions.

The literature identifies both alignment and constraint in the relationship between teachers' beliefs and classroom practices. Research on teacher cognition suggests that beliefs can shape lesson planning, instructional decision-making, and classroom interaction (Borg, 2003; Farrell, 2018; Pajares, 2018). However, studies examining belief–practice relationships indicate that teachers' actions are mediated by contextual factors, including curriculum requirements, examination priorities, time constraints, available resources, and students' levels of proficiency (Borg, 2015; Kuzborska, 2011; Mansour, 2014). These findings suggest that beliefs are not translated into practice in a direct or automatic manner. Accordingly, the present study analyses interview accounts alongside classroom observations to investigate how teachers' beliefs were enacted within a specific school context.

Gaps in the Literature and Relevance to the Present Study

Despite significant research on teacher cognition, few empirical studies have focused on the roots of teachers' views about reading teaching and how they show in daily classroom practices in Indonesian high schools. Existing research tends to focus on broad pedagogical ideas rather than reading-specific beliefs, and studies investigating belief-practice congruence in real-world classroom contexts particularly in rural or semi-urban schools are scarce. Furthermore, little is known about how contextual factors such as curricular pressure, institutional culture, and student characteristics influence reading teaching at schools like SMAN 1 Karangbinangun, where teachers frequently experience issues with reading comprehension and student engagement. Thus, there is a need for localized, practice-oriented research that looks into both the roots of teachers' ideas and how they influence real-time instructional decisions in reading classes. Addressing this gap will help to deepen our understanding of teacher cognition and promote the creation of more responsive and effective reading pedagogy in Indonesian EFL environments.

METHODS

Research Design

This study used a qualitative research method with a descriptive case study design. Qualitative research allows researchers to explore phenomena in depth and understand how individuals interpret their experiences in the real-life context (Shank, 2013). Because the purpose of this study is to examine the sources of teachers' beliefs and how these manifest in their reading instruction practices, a qualitative approach provides the most appropriate means to capture teachers' perspectives, experiences, and instructional behaviors as they naturally occur.

A descriptive case study design was chosen because it allows for an in-depth investigation of a specific limited system in this case the English teachers at SMAN 1 Karangbinangun. According to Creswell (2014), a case study is appropriate when the researcher wishes to gain a comprehensive understanding of a program, event, or group of individuals in their everyday environment. This approach is particularly appropriate for this

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research because teachers' beliefs and practices are contextual and influenced by institutional culture, student characteristics, and their personal teaching history. The descriptive nature of the case study allows the researcher to document these ongoing dynamics, thereby providing a comprehensive and holistic account of the phenomenon (Leedy & Ormrod, 2018).

The research questions, data-collection procedures, and analytical framework were systematically aligned. Semi-structured interviews were conducted to identify the sources of teachers' beliefs and elucidate their rationales for reading instruction, whereas classroom observations were undertaken to examine how these beliefs were manifested in instructional practices. Interview transcripts and observation field notes were subsequently coded and organized into categories corresponding to the two analytical foci: the sources of teachers' beliefs and their enactment in classroom practices. These categories were then compared across the three teachers, and the findings were interpreted in relation to the research questions.

Participants

The participants in this study were three English teachers from SMAN 1 Karangbinangun. These teachers were selected through purposive sampling because they constituted the entire population of English teachers at the school. In qualitative case studies, such purposeful, contextual sampling is appropriate because the goal is to obtain deep, contextualized insights rather than statistical generalizations (Creswell & Poth, 2017; Miles & Huberman, 1994). The selection of all available teachers provided a comprehensive exploration of teaching practices within this single bounded system, which aligns with methodological expectations for qualitative descriptive case studies.

The decision to include only three teachers is also justified by the nature of qualitative research, which favors depth, richness and contextual saturation over large samples (Braun & Clarke, 2021; Tracy, 2024). Small samples allow the researcher to examine individual experiences in detail while maintaining analytical rigor. In this context, the three teachers were sufficient to capture different but interrelated perspectives on the challenges of teaching reading skills at SMAN 1 Karangbinangun.

These teachers were selected for their direct involvement in the teaching of reading comprehension, a focus of this study given the school's persistent difficulties in this area. Each teacher had relevant professional qualifications and experience: all held a bachelor's degree in English education, had between 5 and 18 years of teaching experience, and were involved in professional development related to language pedagogy and curriculum reform. Their diverse training, mandates and teaching experiences have provided rich, credible and nuanced information on teaching practices and challenges. In qualitative studies, the inclusion of participants with such characteristics is recommended to ensure the expertise, relevance, and depth required for meaningful thematic analysis (Given, 2008; Levitt, 2020).

Instruments

The observation process in this study focused specifically on instructional practices when teaching reading. Several key aspects of teaching and learning were observed,

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including (a) the strategies teachers used to introduce, guide, and assess reading comprehension; (b) how teachers activated students' prior knowledge before reading; (c) scaffolding techniques such as modeling, interviews, and guided practice; (d) classroom interactions, including teacher-student and student-student engagement; and (e) students' behavioral and cognitive engagement during reading activities. These components were included in the observation form to ensure systematic and consistent documentation, as recommended by current qualitative observation protocols (Creswell & Poth, 2017; Merriam & Tisdell, 2015). Field notes were written immediately after each session to capture instructional sequences, contextual nuances, and nonverbal cues essential to rich, descriptive qualitative data (Given, 2008; Tracy, 2024).

The structured interviews aimed to supplement the observational data by exploring teachers' perceptions and experiences related to reading instruction. The interview protocol consisted of 10 open-ended questions, carefully developed to align with the research objectives and to ensure depth and richness of responses. Open-ended questions are preferred in qualitative interviews because they allow participants to elaborate on their experiences, provide examples, and express meanings in their own words (Braun & Clarke, 2021; Levitt, 2020). The interview questions covered several areas: teachers' understanding of reading pedagogy, decision making in teaching, challenges in teaching reading, strategies used to increase student engagement, and reflections on students' reading difficulties.

Although the interviews followed a structured format, the researcher remained flexible when participants provided detailed explanations to ensure clarity and depth of meaning. This approach aligns with current qualitative interview standards, which emphasize structure for comparability but allow adaptability to gain nuanced insights (Given, 2022; (Tracy, 2024). Conducting the interviews in Indonesian ensured participants' comfort and linguistic clarity, which is considered essential for generating authentic and meaningful data in qualitative research (Creswell & Poth, 2017).

Data Analysis

Data analysis in this study followed a systematic and iterative process that included reviewing, organizing, and interpreting data from interviews, field notes, and documentation. Analysis procedures were guided by the interactive qualitative analysis model developed by (Miles & Huberman, 1994), which consists of three main elements: data reduction, data display, and conclusions.

Data Reduction

Data reduction involved summarizing and organizing raw data by selecting key statements, identifying recurring patterns, and focusing on key themes relevant to the research questions. This phase included transcribing interviews, reviewing field notes, and completing initial coding. For example, an interview excerpt such as "I usually start reading lectures by asking students what they already know about the topic" was coded as "activating prior knowledge." Similar codes – such as "scaffolding", "questioning techniques" and "engagement challenges" – were grouped together to develop preliminary categories. This

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process is consistent with contemporary qualitative practices that emphasize systematic coding and categorization (Braun et al., 2022; Tracy, 2024).

Data Display

After coding, the data was divided into visual and textual representations for ease of interpretation. Matrices, graphs, and narrative summaries were used to compare trends across the three participants. Displaying data helps researchers interact with data, make connections, and clarify emerging themes (Miles & Huberman, 1994). In this study, thematic maps and category tables were developed to illustrate the connections between teacher practices, challenges and perceptions.

Drawing and Verification of Conclusions

Themes were identified through an iterative process that included reviewing coded data, comparing categories, and examining trends in interviews and observations. Themes such as "reading teaching strategies," "student engagement issues," and "teaching challenges" emerged as multiple codes were consistently aligned across participants. The final conclusions were verified by comparing them with all data sources and ensuring that they were based on evidence and not on researchers' assumptions. This approach is consistent with current standards for qualitative analysis that emphasize reflexivity and transparency (Given, 2008; Levitt, 2020).

Minimize Researcher Bias

Several strategies were implemented to reduce potential researcher bias. First, triangulation was carried out using multiple data sources (interviews, observations and documentation) to cross-check the results. Second, member checking was conducted, where participants were able to review the summaries of their interview responses to ensure accuracy and authenticity. Third, the researcher took reflective notes throughout the study to monitor personal assumptions and prevent them from influencing interpretation. These measures are consistent with best practices for ensuring the credibility and trustworthiness of qualitative research (Creswell & Poth, 2017; Merriam & Tisdell, 2015).

RESULTS

The analysis identified four principal sources underlying the teachers' beliefs about reading instruction: their experiences as language learners, classroom teaching experiences, personal teaching philosophies and pedagogical preferences, and research-based educational knowledge. The interview excerpts that follow demonstrate how these sources shaped the teachers' instructional reasoning. Table 1 presents the patterns observed across participants; accordingly, the subsequent discussion highlights the most representative evidence rather than reiterating every item reported in the table.

Sources of Teachers' Beliefs

The results showed that teachers' convictions about teaching reading did not arise in isolation but were molded by a blend of personal history, professional practice, individual

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teaching philosophies, and involvement with educational or research-based frameworks. These elements interacted in intricate ways, shaping how teachers understood reading instruction and how they positioned themselves within classroom settings. In line with Abdi and Asadi's (2015) view of belief formation, the teachers in this study drew on their past experiences as language learners, the challenges and successes encountered throughout their teaching careers, their personal preferences and teaching dispositions, as well as insights gained from formal educational practices such as Classroom Action Research (CAR). The following subsections present each source in detail, supported by direct teacher statements that illuminate how these beliefs were formed and internalized in practice.

Teachers' Experience as Language Learners

Two teachers (A and C) reported that their prior learning experiences significantly shaped their current instructional beliefs. Teacher A explicitly stated:

> *"Oh iya, biasanya seseorang melakukan pengajaran itu berdasarkan pengalaman, baik pengalaman saat menjadi siswa maupun jadi guru. Jadi apa yang sudah pernah saya dapatkan saat menjadi siswa dulu saya terapkan dalam mengajar." ("Oh yes, usually someone teaches based on experience, both experience when they were a student and a teacher. So I applied what I learned when I was a student first in teaching.")*

This suggests that her beliefs emerged from strategies modelled by her former teachers. Similarly, Teacher C emphasized that a vocabulary-searching routine she experienced as a student became part of her teaching approach:

> *"Saya harus menemukan minimal 5 kosakata… dan sekarang saya menerapkan hal tersebut pada siswa saya untuk selalu membawa kamus." ("I had to find at least 5 vocabulary words… and now I apply this to my students to always carry a dictionary.")*

In contrast, Teacher B did not rely on past learning experiences, noting that curriculum changes invalidated earlier approaches:

> *"Tidak… dulu belum pakai kurikulum tapi KTSP dan itu berbeda dengan kurikulum 2013… apalagi sekarang kurikulum merdeka." ("No... previously we didn't use the curriculum but KTSP and that was different from the 2013 curriculum... especially now that the curriculum is independent.").*

Thus, while some teachers drew heavily from prior learning, others adapted primarily to contemporary curricular demands.

Teaching Experience

All teachers affirmed that classroom experience strongly shaped their beliefs. Challenges particularly students' limited vocabulary and motivation were repeatedly emphasized. Teacher A explained*:*

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"Mereka kurang bisa memahami teks, membacanya asal-asalan, kurang bisa memahami pelafalan intonasi." ("They can't understand the text, they read it carelessly, they can't understand the intonation pronunciation.")

Teacher B highlighted both the positive and negative sides:

"Sukanya, ketika anak-anak banyak yang menguasai kosakata… dukanya, ketika anak-anak tidak banyak yang menguasai kosakata." ("The joy is, when many children master the vocabulary... the sadness is, when not many children master the vocabulary.").

Teacher C also noted similar issues:

"Kalau ada anak tidak bisa dalam membaca tapi malah malas buka kamus itu yang saya tidak suka." ("If there is a child who can't read but is too lazy to open a dictionary, that's what I don't like.").

These experiences reinforced teachers' beliefs about emphasizing vocabulary and guided reading support in their instruction.

Personal Teaching Philosophies and Pedagogical Preferences

The interview excerpts reveal variation in the teachers' instructional preferences and pedagogical orientations. Teacher A favored the reading-guide technique, arguing that it enabled students to formulate and answer questions independently. Teacher B emphasized the importance of cultivating a comfortable rapport with students. Teacher C reported using a self-developed "buy one, get four" strategy to engage students with multiple texts. Collectively, these accounts illustrate the teachers' stated pedagogical preferences and instructional rationales; however, they do not, in isolation, provide sufficient evidence for inferring stable personality traits:

"Saya lebih suka menggunakan metode reading guide… mereka bisa membuat pertanyaan dan menjawab pertanyaan itu sendiri." ("I prefer to use the reading guide method... they can create questions and answer the questions themselves.").

Teacher B emphasized relational approaches:

"Metode pendekatan pada siswa yang paling berhasil… siswa akan merasa lebih nyaman saat belajar." ("The most successful method of approaching students… students will feel more comfortable while learning.").

Teacher C implemented a unique strategy she created herself:

"Saya cuma pakai metode 'beli 1 dapat 4'… mereka hanya mempelajari satu tapi dapat 4 teks sekaligus." ("I just use the 'buy 1 get 4' method... they only study one but get 4 texts at once.").

These approaches reflect how teacher personality informs the choice of method and degree of student involvement.

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Education-or Research-Based Principles

Two teachers acknowledged the value of Classroom Action Research (CAR) in improving reading instruction. Teacher A remarked:

> *"Penelitian Tindakan Kelas dapat digunakan untuk meningkatkan kemampuan membaca siswa." ("Classroom Action Research can be used to improve students' reading abilities.").*

Teacher B provided a concrete application:

> *"Saya ambil beberapa sampel… kemudian memberikan tes secara bertahap… agar saya ketahui ada peningkatan atau tidak." ("I took several samples... then gave the tests gradually... so that I would know if there was an improvement or not.").*

Teacher C, however, stressed that research-based strategies depend on student readiness:

> *"Kalau siswanya tidak memiliki motivasi belajar rasanya akan percuma." ("If students don't have the motivation to learn it will be useless").*Overall, teachers recognized CAR as valuable but noted that student motivation remains a determining factor in its impact.

Overall, the three teachers drew on distinct combinations of prior learning, classroom experience, pedagogical preferences, and research-informed knowledge. The table summarizes the distribution of these sources, while the excerpts illustrate how individual teachers articulated the foundations of their beliefs. These findings demonstrate considerable variation among participants, rather than a single, uniform pathway through which such beliefs were formed.

Implementation of Teachers' Beliefs in Classroom Practice

The observational data revealed a strong alignment between the teachers' articulated beliefs and the instructional practices they enacted in the classroom. Their approaches to planning, delivering instruction, managing classroom roles, and addressing learner difficulties demonstrated that their beliefs were not merely abstract ideas but were actively operationalized in their pedagogical decisions.

Lesson Planning and Curriculum Compliance

In terms of instructional planning, all three teachers demonstrated a consistent alignment between their stated beliefs and the curriculum frameworks they implemented.

Teachers A and B adhered to the 2013 Curriculum, preparing comprehensive lesson plans (RPP) that outlined competencies, learning indicators, instructional steps, and assessment procedures. Meanwhile, Teacher C employed teaching modules (modul ajar) developed in accordance with the Independent Curriculum, which emphasized flexibility and differentiated learning pathways. Despite using different curriculum formats, all teachers ensured that their instructional plans were aligned with core competencies, learning

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objectives, and assessment principles. This coherence indicates that the teachers' belief in structured, curriculum-based instruction was reflected not only in their planning documents but also in the ways they organized and delivered their reading lessons.

Instructional Methods

Beyond curriculum planning, classroom observations further demonstrated a strong correspondence between the teachers' stated beliefs and the instructional strategies they employed during reading lessons. Each teacher consistently implemented the methods they had previously identified as effective for supporting students' comprehension.

Teacher A regularly applied the reading guide technique when teaching explanation texts, enabling students to engage in guided questioning and structured understanding of the text. Teacher B relied on a lecture-based, teacher-centered approach during lessons on application letters, reflecting her belief that clear, direct explanation is essential for students to grasp textual features and language functions. Meanwhile, Teacher C incorporated multimedia resources and collaborative group work, in line with her "buy 1 get 4" strategy, which allowed students to access multiple texts through shared vocabulary exploration. These classroom practices illustrate that the teachers not only articulated clear pedagogical beliefs but also enacted them consistently in their instructional routines.

Teacher Roles

In addition to their chosen instructional methods, the teachers also demonstrated multiple pedagogical roles that closely aligned with their stated beliefs about effective reading instruction. Across all observed lessons, Teachers A, B, and C consistently acted as facilitators, informants, organizers, and assessors. As facilitators, they provided scaffolding to support students' comprehension, guiding them through complex vocabulary and textual structures. In their role as informants, they supplied clear explanations and modelled appropriate reading strategies.

They also functioned as organizers by managing classroom activities, directing group tasks, and ensuring that learning remained structured and purposeful. Finally, as assessors, the teachers monitored students' progress, evaluated comprehension through questions and tasks, and offered corrective feedback when necessary. These enacted roles underscore the teachers' shared belief that reading instruction requires a balance of guidance, structured engagement, and continuous support to help students navigate the demands of English texts.

Addressing Student Motivation and Reading Difficulties

Teachers frequently encouraged students during reading activities, particularly when students struggled with vocabulary or comprehension. Motivational prompts observed in class were consistent with teachers' prior statements that student motivation is central to reading success.

Overall, the findings indicate that teachers' beliefs about teaching reading were shaped by their experiences as learners, their professional histories, personal teaching philosophies, and exposure to research-informed principles. The alignment between beliefs and practices was evident in their lesson planning, instructional methods, classroom roles, and

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responsiveness to student needs. Persistent challenges especially students' limited vocabulary mastery and low motivation played a significant role in shaping both teachers' beliefs and the instructional decisions they made. These results highlight the dynamic interplay between belief formation and pedagogical practice within the reading classroom.

DISCUSSION

The study's findings show that teachers' convictions about teaching reading arise from a web of linked influences and that these convictions markedly steer the instructional choices made inside the classroom. Aligning with Abdi's framework (2015), the results indicate that teachers draw on a range of belief sources, including personal experiences as language learners, accumulated teaching practice, individual pedagogical leanings, and engagement with research-based methods. These findings support prior models of teacher cognition that recognize beliefs as neither fixed nor uniform; instead, they develop continually through experience, reflection, and context (Borg, 2003; T. Farrell, 2013; Woldetensay, 2025). The differences seen among teachers in this study for instance, one teacher who did not rely on her learner history due to curricular shifts illustrate the nonlinearity and dynamism of how beliefs form.

The findings should be interpreted in relation to the institutional and classroom context of SMAN 1 Karangbinangun. Teachers' beliefs were shaped not only by individual preferences but also by the practical demands of teaching learners with varying levels of vocabulary knowledge, reading comprehension, and motivation. These recurring classroom challenges help explain the teachers' emphasis on guided reading, vocabulary support, and structured explanation. The differences among the three teachers further indicate that comparable teaching responsibilities do not necessarily result in identical beliefs. Rather, each teacher interpreted prior learning and professional experience through distinct pedagogical priorities. Accordingly, this case demonstrates how sources of belief interacted with classroom demands within a particular school context, without implying that Indonesian EFL teachers generally develop or enact beliefs in uniform ways.

Teaching experience emerged as a dominant force shaping teachers' pedagogical orientations. The recurring hurdles teachers confronted, especially students' limited vocabulary mastery, waning motivation, and uneven reading comprehension, profoundly steered their instructional priorities. These findings corroborate Johnson (1994) and Borko et al. (2015) claims that authentic classroom experiences often reinforce and recalibrate educators' beliefs, prompting the adoption of strategies aimed at addressing persistent learner difficulties. The teachers' focus on vocabulary development and guided reading echoes Gatbonton's (2008) contention that teachers tend to favor approaches proven effective in tackling enduring classroom challenges. This study's emphasis on practical know-how reinforces Junaidi's (2022) assertion that teachers frequently ground their immediate instructional choices in strategies that have proven effective in comparable circumstances before.

The contrast between Teachers A and C, who drew on prior learning experiences, and Teacher B, who attributed less significance to such experiences in light of curricular changes,

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indicates that teachers' beliefs are not transferred unaltered from their own schooling. Although prior experiences may provide an initial repertoire of pedagogical ideas, teachers may reassess or modify this repertoire in response to changing curricular expectations. Teacher B's account thus highlights the influence of institutional and curricular demands in reshaping the significance of earlier learning experiences. This interpretation is limited to the pattern observed among the three participants and should not be generalized to teachers more broadly.

Teachers' personal teaching philosophies and pedagogical preferences also shaped their instructional beliefs and influenced their choice of teaching methods. As Kelchtermans (2009) observes, personal identity and professional self-conception significantly affect how educators understand and enact their duties and responsibilities. The distinctive practices identified in this study including the use of reading guides, relational approaches, and the "buy 1 get 4" strategy demonstrate how individual pedagogical orientations become integrated into routine instructional practice. This interpretation refers specifically to the preferences articulated and enacted by the participants, rather than to enduring personality traits.

In sum, the study shows that teachers' beliefs act as cognitive filters shaping both their overarching plans and their moment-by-moment instructional judgments. Beliefs about activating prior knowledge, for example, fed into practices that fostered prediction and personal connection, echoing research that highlights schema activation as central to reading comprehension (Broek & Helder, 2017; Duke et al., 2021). Similarly, teachers who prioritized structured guidance leaned toward explicit modelling, clear step-by-step explanations, and thorough scaffolding patterns that align with findings in learner-cantered and cognitive apprenticeship literature (Busa & Chung, 2024; Nugraheni et al., 2023). The dynamic between beliefs and practices observed here reinforces Richardson et al.'s (1991) enduring claim that beliefs function as interpretive lenses through which teachers make sense of instructional demands. In line with Levin in book (Fives & Gill, 2015) and Calderhead (1996), the findings highlight that teachers' beliefs are fluid, shaped by context, and profoundly entwined with the professional judgments exercised in everyday classroom exchanges.

The findings further indicate that the four sources of beliefs may interact rather than operate as independent influences. Classroom challenges particularly students' limited vocabulary and low motivation appear to reinforce the importance teachers assign to guided reading, vocabulary support, and structured explanation. Conversely, teachers' pedagogical preferences shape the ways in which they respond to these challenges. The school and curricular context establishes the conditions under which such responses are selected and implemented. Accordingly, the relationship between beliefs and practices is best understood as situated and negotiated, rather than as a direct or uniform transmission from belief to action. Given that the evidence is drawn from three teachers in a single school, this interpretation remains specific to the case under investigation.

CONCLUSION

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This study investigated the sources of three English teachers' beliefs regarding reading instruction and examined how those beliefs were reflected in their classroom practices at SMAN 1 Karangbinangun. Four primary sources of belief were identified: experiences as language learners, teaching experiences, personal teaching philosophies and pedagogical preferences, and research-based educational knowledge. Classroom observations indicated that the teachers enacted these beliefs through varying instructional methods and professional roles, although the correspondence between their stated beliefs and observed practices was not consistent across all cases. The study contributes a context-specific account of how sources of teacher beliefs interact with teaching experience and curricular conditions within a single school. Given that the study involved only three teachers in one setting, its findings should not be generalized to all Indonesian senior high schools. Nevertheless, the findings underscore the value of professional development programs that encourage teachers to critically reflect on their beliefs and examine how these beliefs shape their instructional practices.

Classroom observations also reveal that teachers played multiple professional roles-facilitators, informants, organizers and evaluators in teaching reading. As facilitators, they provided learning materials that supported understanding; as informants, they explained the content clearly and precisely; as organizers they promoted active participation and collaborative learning; and as evaluators, they provided feedback and evaluated student performance. These practices suggest that teachers' beliefs significantly influenced their instructional decisions, although the degree of agreement varied among individuals.

The findings of this study lead to several actionable recommendations for education stakeholders and future researchers. Schools and teacher educators should provide structured professional development focused on evidence-based reading instruction to help narrow the gap between long-held beliefs and evidence-based practices. Creating collaborative learning communities is also essential, as these spaces allow teachers to reflect on teaching challenges and share effective reading strategies. Furthermore, institutions are encouraged to implement validated observation and evaluation tools so that teachers can systematically monitor and improve their teaching effectiveness. For future research, it is important to examine teachers' beliefs in different educational contexts such as rural and urban settings, public and private schools, and schools with different achievement levels to develop a more complete understanding of belief formation. Scholars should also examine how institutional culture, leadership dynamics, and curricular policies shape teachers' belief systems and reading pedagogy. Finally, mixed-methods studies are recommended to determine whether teacher-reported beliefs correspond to observable outcomes in student reading performance.

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