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LAPORAN PENGABDIAN KEPADA MASYARAKAT



TEACHING READING AND TEACHERS' BELIEFS ON EFL

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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
2020/2021**

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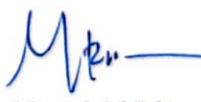
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4. Masa Pelaksanaan

Mulai : Bulan Oktober Tahun 2021

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5. Lokasi Penelitian (lab/lapangan) : SMA MUHAMADIYAH

7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya)

MAN 2 KAMPAR sebagai partner untuk sebagai uji coba dalam pengabdian

8. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi dan tahun rencana publikasi)

Jurnal terakreditasi nasional

1. **Indonesian Journal of English Language Teaching and Applied Linguistics**
2. **Journal of English Education**

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In this study we explored characteristics of English as a foreign language (EFL) teachers' beliefs about reading and teaching reading. Specifically, we investigated the relationship of beliefs between reading and teaching reading. Participants included 4 Senior High School EFL teachers who were members from different school in a large city in Bangkinang. We conducted data collection and analysis in an exploratory design through a survey of 10 open-ended questions modified from the Burke Reading Interview (BRI). We then used a quantizing method to code all qualitative data and conducted statistical analysis to describe these data. Findings indicated that three theoretical orientations about reading (behaviorism, cognitivism, and constructivism) were matrixed with three different belief systems (dominant, dual, and multiple belief systems). The matrix indicated a complex belief system about reading and teaching reading among these EFL teachers. Within the matrix, relationships among different beliefs were non-linear and unpredictable. In terms of the constructivist theoretical orientation, findings indicated a statistically significant, but weak, association between teacher stated beliefs about reading and stated beliefs about teaching reading. We discussed the findings based on the research questions and provided implications for EFL teachers

CHAPTER I

INTRODUCTION

A. Need Analysis

That is why reading comprehension strategies (RCSs) have been given ample attention in research on language learning strategies. Koda (2005) believes that skillful readers continuously adjust their reading behaviors to cope with the text difficulty, task demands, and other contextual variables. They monitor their reading process carefully and take immediate steps when encountering comprehension problems. They are aware of their own cognitive and linguistic resources and are capable of directing their attention to the appropriate clues in the texts. These and similar behaviors which separate skilled from less-skilled readers are called strategic reading.

Paris, Wafik, and Turner (cited in Koda, 2005, p. 206) suggest As teachers ourselves, we keep examining if we really practice what we believe. This helps us continually explore the relationship or tension between beliefs and practice. Nespore (1987) argued that teachers' beliefs are affective and narrative in nature and help teachers make their timely classroom decisions. Pajares (1992) also argued that beliefs are predictors of individual behaviors and largely influence teachers' perceptions, judgments and practices. However, not all existing literature confirms the consistency between teacher beliefs and actual practice. Over the past decades, numerous studies have yielded findings of complex relationships between teachers' beliefs and practices (e.g., Borg, 2003, 2006, 2009, 2011; Farrell, 1999; Farrell & Bennis, 2013; Farrell & Lim, 2005; Gao, 2014; Johnson, 1992; Nguyen, 2014). The lack of consensus in research findings invites scholars to continue studying the related topic. This includes scholars from the field of second language (L2) education or English-as-a-foreign-language (EFL) education (Borg, 2003, 2006; Farrell, 2007). So far, only a few studies have been done on inservice college teachers' beliefs in an EFL university context (Borg, 2009). The majority of these studies focused on K-12 teachers (e.g., Zheng, 2013a) or learners (e.g., Gao, 2013a), rather than college/university teachers. This gap becomes even more salient in the Chinese EFL context. Scholars (e.g., Gao, 2013a; Wu, 2005)

One prevalent classification of teachers' beliefs is the explicit and implicit beliefs. The former beliefs are what a person can readily articulate (Johnson, 1992) and the latter beliefs are held unconsciously and can be inferred from actions (Argyris & Schön, 1974; Breen et al., 2001). From this perspective, teachers' explicit and implicit beliefs are connected with teachers' conscious and unconscious beliefs. However, this classification of conscious vs. unconscious beliefs is not accepted by all scholars, because some believe consciousness is an inherent attribute of beliefs (Borg, 2011). Through analyzing the nature of teachers' beliefs, Pajares (1992) summarized teachers' beliefs as "an individual's judgment that can only be inferred from a collective understanding of what human beings say, intend, and do" (p. 316). He further argued that teachers' beliefs are largely connected with their specific, educational beliefs. These educational beliefs can be about multiple constructs including teacher efficacy and specific subjects or disciplines. In terms of the educational beliefs about specific subjects or disciplines, they may include beliefs about reading instruction, the nature of reading, and whole language. Pajares (1992) provided scholars with insights on how studies on teacher beliefs can be conducted or extended. Some researchers then extended their line of inquiry on teacher beliefs in general; others then narrowed down their research topics with specific subjects or disciplines including language education and reading education. Recently, several scholars in L2 education provided definitions of language teacher beliefs from different perspectives. Barcelos (2006) explained L2 teacher beliefs from the normative, metacognitive, and contextual perspectives. Beliefs were thus defined as opinions or generally inaccurate myths (normative), idiosyncratic knowledge or representations (metacognitive), or ideas interrelated with contexts and experiences of participants (contextual). Borg (2001) defined the L2 teacher beliefs as a kind of evaluative or appraisal propositions that teachers hold unconsciously or consciously as true when teaching. It is often used to characterize the cognitivist structures when teachers make classroom decisions (Meirink et al., 2009). Kalaja and Barcelos (2003) defined beliefs with dynamic, complex, and contradictory attributes. In other words, beliefs are socially and individually constructed

B. The Problem of Partners

The present study was motivated by the above mentioned situation in the Turkish academic context and attempted to find out the ways to improve Turkish university students' reading and writing skills so that they can pursue their academic studies in English. As a result, an efficient reading instruction was thought to be designed since reading is a skill that can be developed through effective and extensive practise by students on their own, under their own control of selection of the reading passages, after they finish their EAP course work (Grabe & Stoller, 2011). We believed that a well designed extensive reading (ER) would serve this purpose. Reading texts within their areas of interest and linguistic abilities would develop learners as lifelong readers and help them acquire academic language competence and skills as it bridges to heavier reading and prepares them to cope with more complex texts and multiple reading resources required for all academic course work (Day & Bamford, 2002; Krashen, 2004; Park, 2016). Thus, designing an ER program integrating out of class reading with in-class follow up writing activities was believed to be an effective way to help students develop not only their reading but also writing skills and to promote their foreign language self-concept, which refers to one's belief and perception about himself in language learning (Mercer, 2011) and is thought as an important predictor in learners' academic achievement (Marsh & Martin, 2011). Therefore, in this study, we integrated ER in an academic reading/writing class with related writing activities and our aim was to explore its effects on the L2 writing and reading performances of Turkish EFL learners. In addition, we explored whether participating in the ER program would affect the learners' foreign language self-concept.

CHAPTER II

OUTPUT AND PROBLEM SOLVING

reader faces some problems in understanding the whole text, and local strategies, which are used when readers get caught in certain parts of the text. Anderson (1991), on the other hand, divides RCSs into five categories: supervising (used for monitoring progress for comprehension), supporting (used for regulating processing behaviors), paraphrasing (aiding local information processing), establishing text coherence (assisting global text information processing), and test-taking (used in accomplishing a particular task on a reading test). English classes rather than encouraging students to do reading. Graham and Hebert (2010), for example, claim that integrating reading with writing activities can promote the benefits of ER; writing can be a vehicle for improving reading, especially, getting students to write about a text they have read improves their comprehension and helps them make connections between what they read, know, understand and think. Through linking reading and writing, students might have more opportunities to acquire L2 vocabulary, grammatical structures, and rhetorical features of texts (Tsai, 2006). However, most studies have lacked incorporating reading and writing to increase the effectiveness of ER and studies that design an ER programme integrating ER with follow-up writing activities are highly limited in number. For instance, Lee and Hsu (2009) asked Taiwanese EFL students to write a reflection paragraph or a summary after reading a book as part of an ER program. Results indicated improvement in learners' L2 writing. Khaldieh (2001) studied the role played by knowledge of both iraab (the

inflectional grammar of the written Arabic) and vocabulary in the reading comprehension of American learners of Arabic as a foreign language (AFL). Two groups (46 participants), proficient and less-proficient, of non-native readers of Arabic read an expository text, wrote an immediate recall protocol in their first language to measure their overall reading comprehension, and completed a vocabulary task and an iraab task. Whereas the analysis of the data revealed that vocabulary knowledge had a significant main effect, was found not to have a significant role in reading comprehension

CHAPTER III

METHOD

A. Sample

In addition, in the past three decades, due to a variety of economic, social and political reasons, Iranian EFL learners have had little or no chance of face-to-face communication with the native speakers of English. To make the situation worse, only a small number of language learners have easy access to the internet and other media such as satellite TV. Accordingly, the most important source of language exposure for Iranian EFL learners is reading. Hence, investigating reading comprehension strategies seems particularly important. A further characteristic of this context is reflected in the type of reading practices employed in Iranian language institutes and universities. Iranian instructors mostly employ a bottom-up approach to reading, where Subjects in the study included 4 EFL teachers an established rapport and initial contact with deans and professors at the selected universities helped researchers identify potential participants. Originally, the number of potential subjects identified was 4 due to some invalid survey answers certain participants' data were not included. A sample size should be neither too large nor too small, for sake of research cost, manageability, and generality (Creswell, 2012). The determined by three primary factors: the expense of data collection, the manageability of the study, and the degree of statistical accuracy (e.g., confidence interval). The 4 teachers in the sample have different years of working experience, ranging from two to thirty years. Teachers of different genders, ages, and races were randomly enrolled. They were either teaching English-major students or non-English-major students. Among the 4 teachers, 2 were from the same school, and 2 were from the other universities. The total 4 teachers were teaching students majoring in English, whereas the other 2 were teaching non-English-major students. The gender ratio was approximately 2:2, with the female teachers as the majority.

B. Methodology

Embedded in the design of the study was the process of quantizing, an approach assigning numerical (nominal or ordinal) values to data conceived as non-numerical, Quantizing refers to the numerical translation, transformation, or conversion of qualitative data (e.g., Boyatzis, 1998; Greene, 2007; Onwuegbuzie & Teddlie, 2003; Teddlie & Tashakkori, 2006). The non-numerical

or qualitative data in the quantizing process are typically text excerpts or segments from written transcripts or field notes produced from interviews or participant observations (Emerson, Fretz & Shaw, 1995; Poland, Tupker, & Breland, 2002). In order to facilitate the process, multiple methods are used, including a variation of content, constant comparison, or domain analysis (e.g., Charmaz, 2006; Hsieh & Shannon, 2005; Spradley, 1979), in conjunction with a priori coding rubric.

C. Defining Categorical Variables

After collecting the data, we created categorical variables to analyze the data. Categorical variables, as the name implies, are defined as variables that consist of a set of categories. Generally, there are three major types of categorical variables: nominal, ordinal, and interval (Creswell, 2012). In total, nine categorical nominal variables within three sets were defined in this study. Set 1 consists of three variables on teachers' beliefs of English reading models: text-based, comprehension-based, and interactive approaches. Set 2 consists of three variables on teachers' beliefs of English-reading teaching approaches: rote teaching-based, comprehension-based, and interactive approaches. Set 3 is three categorical variables representing teachers' theoretical orientations indicated in the adapted TORP: behaviorism, cognitivism, and constructivism. We then named each variable in each set with a code or number, for the sake of quantitative analysis. For example, the text-based reading belief in Set 1 is marked as 1, comprehensionbased teaching belief is marked as 2 in Set 2, and constructivism theory is marked as 3 in Set 3

CHAPTER IV

EXPERTS

4.1. Kelayakan Tim Pengusul

1. Dr. Masrul, M.Pd. Ketua tim Pengusul adalah dosen Program Studi pendidikan bahasa Inggris. Ketua Tim memiliki pengalaman penelitian, serta pengabdian yang sedang mengalami peningkatan. Terlihat dari banyaknya penelitian dan kegiatan pengabdian masyarakat yang dilakukan seperti melakukan pelatihan baik di lingkungan universitas maupun masyarakat luar. Ketua Tim merupakan dosen pendidikan bahasa Inggris yang mengajar mata kuliah Bahasa Indonesia. Sesuai dengan dasar keilmuan yang dimiliki ketua tim, ketua tim biasa berinteraksi dengan guru.
2. Wida Rianti, M.Pd. Anggota tim Pengusul adalah dosen Program Studi pendidikan Bahasa Inggris. Ketua Tim memiliki pengalaman penelitian, serta pengabdian yang sedang mengalami peningkatan. Terlihat dari banyaknya penelitian dan kegiatan pengabdian masyarakat yang dilakukan seperti melakukan pelatihan baik di lingkungan universitas maupun masyarakat luar. Ketua Tim merupakan dosen pendidikan Bahasa Inggris yang mengajar mata kuliah Language Testing, Grammar I, Grammar II, Language Learning Evaluation. Sesuai dengan dasar keilmuan yang dimiliki ketua tim, ketua tim biasa berinteraksi dengan guru.

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C. Pengalaman Penelitian dalam 3 tahun terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (juta Rp)
1	2020	'Sentence Crimes': Blurring the Boundaries between the Sentence-Level Accuracies and their Meanings Conveyed http://www.eu-jer.com/	Mandiri	3.000.000
2	2018	Portfolios assessment on learning writing: Investigating the effect http://iraj.in	Mandiri	8.000.000

D. Pengalaman Pengabdian Kepada Masyarakat 3 tahun terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jumlah (jutaRp)
1	2020	Pelatihan Penulisan Ilmiah bagi Tenaga Pendidik di Desa Kuok Kabupaten Kampar Provinsi Riau	Mandiri	2.500.000
2	2019	Workshop penulisan surat Dinas untuk siswa SMK Global Cendekia Kualu Nenas	Mandiri	2.500.000
3	2018	English Course di Desa Kumantan Bangkinang	Mandiri	2.500.000

E. Publikasi Artikel Ilmiah dalam Jurnal 3 tahun terakhir

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/ Nomor/Tahun
1	'Sentence Crimes': Blurring the Boundaries between the Sentence-Level Accuracies and their Meanings Conveyed	European journal of educational research	Volume 9, Issue 1, 395 411. ISSN: 2165-8714 http://www.eu-er.com
2	Portfolios assessment on learning writing: Investigating the effect	International Journal of Management and Applied Science	ISSN: 2394-7926 Volume-4, Issue-5, May-2018 http://iraj.in

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 3 tahun terakhir

No	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu dan Tempat

G. Karya Buku dalam 3 Tahun Terakhir

No	Judul Buku	Tahun Penerbitan	ISBN	Penerbit	URL (jika ada)
1	Belajar dari covid-19 : perspektif sosiologi,	2020	9786236512319	Kita Menulis	https://kitamenulis.id/2020/07/05/belajar-dari-

	budaya, hukum, kebijakan dan pendidikan				covid-19-perspektif-sosiologi-budaya-hukum-kebijakan-dan-pendidikan/
2	Manajemen sumber daya manusia dalam organisasi	2020	9786236512296	Kita Menulis	https://kitamenulis.id/2020/07/02/manajemen-sumber-daya-manusia-dalam-organisasi/
3	Pandemik Covid-19: persoalan dan refleksi di Indonesia	2020	9786237645719	Kita Menulis	https://books.google.co.id/books/about?id=Zi7eDwAAQBAJ&redir_esc=y
4	Media Pembelajaran	2020	978-623-6512-56-2	Kita Menulis	https://kitamenulis.id/2020/07/28/medi a-

					pembelajaran/
5	Belajar dan Pembelajaran: Konsep dan Pengembangan	2020	978-623-6512-58-6	Kita Menulis	https://kitamenulis.id/2020/07/29/belajar-dan-pembelajaran-konsep-dan-pengembangan/

H. Perolehan HKI dalam 5 tahun terakhir

No	Judul /Tema HKI	Tahun	Jenis	Nomor P/ID
1	Platform Asesmen Untuk Pembelajaran Daring: Teori & Praktik	2020	Buku	000203128

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 10 tahun terakhir

No	Judul/ tema/ jenis rekayasa yang telah diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

J. Penghargaan dalam 5 tahun terakhir (Pemerintah, Asosiasi Atau Institusi)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggung jawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi berdasarkan peraturan perundang-undangan yang berlaku. Demikian biodata ini saya buat dengan sebenarnya sebagai syarat dalam pengajuan proposal penelitian Universitas Pahlawan Tuanku Tambusai.

Bangkinang, 25 September 2020

Pengusul,

A handwritten signature in blue ink, consisting of a stylized 'M' with a small flourish on the left side.

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Anggota 1

A. Identitas Diri Anggota Tim Pengusul

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10	Nomor Telepon/ Faks	(0762)
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	1. Grammar 1
		2. Grammar II
		3. Grammar III
		4. Bimbingan Konseling

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	UIN SULTAN SYARIF KASIM RIAU	UNIVERSITAS NEGERI PADANG	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi			
Nama Pembimbing/Promotor		1.	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1				

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta

				Rp)
1	2016	Tips dan Trik dalam Menghadapi Ujian Nasional	Perguruan Tinggi	800.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

N o	Tahu n	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nom or /Tahun
	2016	Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe <i>Think Pair Share</i> Dengan Pendekatan <i>Heuristik</i> Terhadap Kemampuan Pemecahan Masalah Matematis Siswa MTs Negeri Naumbai Kecamatan Kampar	Jurnal Pendidikan Matematika STKIP Pahlawan Tuanku Tambusai	Volume. 4, Nomor. 2, September 2016
2	2017	Analisis Kesalahan Peserta didik Pada Materi Persamaan dan Pertidaksamaan Nilai Mutlak Linear Satu Variabel di Kelas X SMA Negeri 1 Bangkinang Kota	Jurnal Cendekia: Jurnal Pendidikan Matematika	Volume.1, Nomor 1, Mei 2017

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

N o	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat

G. Karya Buku dalam 5 Tahun Terakhir

N o	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

H. Perolehan HKI dalam 10 Tahun Terakhir

N o	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				
2				

I. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

N o	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				
2				

J. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

N o	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 25 September 2020
Anggota Pengusul



(Wida Rianti, M.Pd.)

LAMPIRAN 2

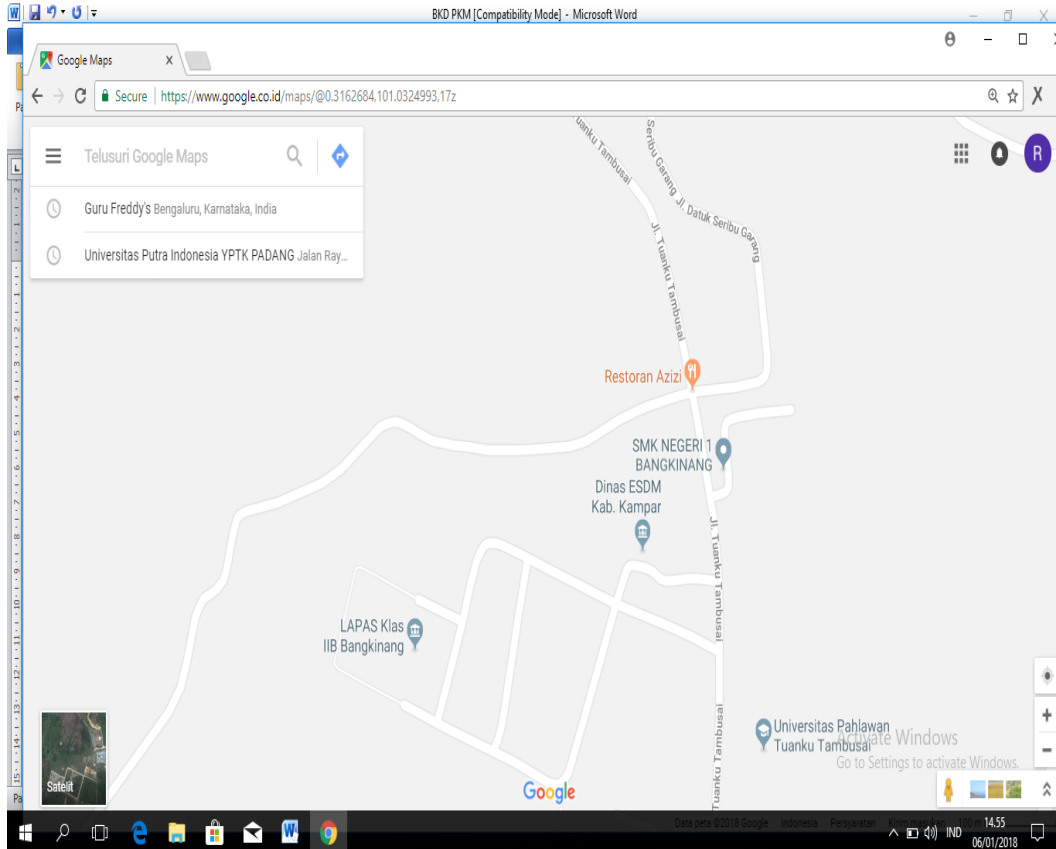
GAMBARAN TEKNOLOGI

Penerapan Teknologi yang akan dilaksanakan kepada masyarakat berupa penerapan/ diseminasi pemberian pakan ikan otomatis dan pengecekan kualitas air dilaksanakan dalam beberapa langkah sebagai berikut:

1. Mitra dilatih untuk mengajar reading dengan model baru dan Pelatihan penggunaan media pembelajaran .
2. Setelah mitra mampu menggunakan media dalam pembelajaran reading, selanjutnya dilakukan pelatihan untuk mengoptimalkan berbagai macam informasi yang ditampilkan oleh perangkat tersebut.
3. Evaluasi dan pendampingan mitra selama pelaksanaan program. Program ini ditujukan agar tercapai nya target diseminasi dan pemanfaatan yang optimal, kuat serta merata pada mitra.

LAMPIRAN 3

PETA LOKASI



M