

Exploring Teacher's Beliefs and Practices in Incorporating Literary Text at a Senior High School

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Abstract: The aims of this research are investigation of teachers' beliefs, Classroom practices in using literary text, and the factors influenced teacher's beliefs and practices. This research used descriptive qualitative design. The researcher also used semi-structured interview, Classroom observation, and document analysis as the instrument. The data of the research was the result of the instruments that used in this research. In the results of this research, the researcher found some beliefs based on those categories such as literary text as a valuable tool for language enrichment, selecting appropriate literary text and method based on students' needs, interest and relevant, students as the actor in learning activity, students' background knowledge is necessary, teacher must be creative in creating and conducting lesson plan. In incorporating literary text in the Classroom, teacher implemented her beliefs in teaching such as selective use of short story in literary genres, language focused pedagogical strategies, students actively engaged in Classroom activity. However, behind those beliefs and practices, there are some challenges that teacher faced that make it as the factors influenced teacher's beliefs and practices in teaching. These findings emphasize teacher's belief and practices and what influenced those beliefs and practices in teaching.

Keywords: Teacher's beliefs, Teacher's practices, Incorporating literary text

1. INTRODUCTION

Teachers today have a wide range of backgrounds and perspectives on teaching. The complex process of teaching is impacted by the beliefs and thoughts of the teachers. Teaching beliefs have a critical role in shaping Classroom behaviors that impact instructors' efforts, perseverance, and fortitude in the face of student challenges [1]. Teacher's beliefs help in focusing their observations and helping them interpret what happens in the Classroom when they are teaching. Teacher's beliefs are based on their previous teaching experiences modified for the present Classroom setting. In addition, EFL teachers' thoughts, beliefs, and recognition of their instructional activities have been the main focus of research on EFL teacher cognition as an independent research variable [2]. Also, the components include the beliefs of teachers, their training-based professional growth, and their teaching and learning style [3].

Classroom practice is often influenced by teacher's beliefs about how students learn, what teaching materials or methods are appropriate and how students can produce good outcomes. However, there is inconsistency between teacher's beliefs about teaching methods and other matters and teacher's actual practice in the Classroom. Drawing on the distinction between core and peripheral beliefs, the analysis indicated that, while at one level teachers' practices in teaching grammar were at odds with specific beliefs about language learning, at another level, these same practices were consistent with a more generic set of beliefs about learning. It is argued that attention to the relative influence of core and peripheral beliefs on teachers' practices allows for more complex understandings of tensions in teachers' work. The relationship between teachers' beliefs and practices and their ongoing efforts has been described and analyzed using a variety of perspectives [4].

As the previous studies have found that in the results of research show not entirely consistent with one another. For instances, in a study exploring an ESL teacher's beliefs and practices of teaching literary texts, on an intrapersonal level, the teacher's beliefs are not aligned with their actions [5]. The findings emphasize the need to situate teacher's emotions beyond contextual factors and take into account the dynamic nature of teacher cognition. The study's practical value lies in its extension of the role of emotions in mediating teacher cognition [6], [7]. The results indicate the complexity of teacher practices, which may converge or diverge with their beliefs. It can be concluded that inconsistencies between teacher's beliefs and their practices might happen when teaching in the Classroom [8], [9]. In addition, the research teacher's beliefs and Classroom practices on the use of video in English language teaching, although teacher's beliefs regarding the use of video in ELT were beneficial, but inconsistent with their

actual use of video [10]-[12]. Four main factors teaching philosophy, teacher knowledge and skill, facility, and reading literature were shown to be responsible for the discrepancies between teacher's pedagogical views regarding video and their use of it in the Classroom [5], [13], [14].

Previous studies have examined teacher beliefs and teacher self-efficacy. However, there are still few studies that analyze in depth how teacher's beliefs specifically the challenges they face in their Classroom practice, especially in the context of incorporating literary texts in English language teaching. It can be concluded that this research can help develop more inclusive and student-centered learning settings.

This research aimed to examine how teacher's beliefs about using literary text in teaching English, student abilities, instructional strategies impact their practices in Classroom. In particular, this research intends to explore how teacher's beliefs about teaching English through literary texts are implemented in their practices and to learn about the challenges they encounter when incorporating their beliefs into their teaching practices. By understanding the connection between teaching practices and teacher's beliefs can help this study offer helpful suggestions for enhancing educational quality and teacher professional development.

2. METHOD

Research Design

In this research, the researcher used descriptive qualitative design to explore teacher's beliefs and practice in teaching English literature into Classrooms learning. In qualitative research, a social phenomenon or social environment made up of players and the social environment is examined and deepened. Social environment or social phenomena made up of people, things, locations, and times [15]. This method made it easier to see the complexity of how beliefs affect conducted in the Classroom.

Participants

The participants of this research were the English teachers at SMAN 4 in Samarinda which implemented the teaching English using literary text based on the curriculum/syllabus. There were 5 English teachers in that school. However, there were only 2 teachers who incorporating literary text to teach English and only one of them who was willing to be interviewed and observed by the researcher. It was necessary for participants to be working teachers in senior high school, primarily teaching English using literary text. This guarantees the participants were directly familiar with the material and teaching strategies that relevant to this research. The participant has a postgraduate degree in English education. The participants have taught English literature for at least eleven years. A teacher who had had enough time to develop their views and teaching practices might be chosen using this criterion, which yields richer data for research.

Research Instruments

In this research, the instrument was the researcher itself. According to Moleong stated in qualitative research, the researcher himself with or without any help from other people is the main instrument of the research. Also, the researcher used interview, Classroom observation and document analysis as supporting data of the research instruments.

Data and Source of Data

The data of the research was the result of the interviews from the teachers, Classroom observation checklists and the lesson plan as the supporting data in this research. The source of the data was the teacher, Classroom environment, and relevant research would all be used. By using these several sources, this research attempted to offer a through grasp of how teacher's beliefs and the actual practices in incorporating literary text in teaching English related to one another.

Data Collection Technique

In this research, to collect the data, the researcher found out which school which has the English teachers who implemented the literary text in teaching English based on the curriculum. Then, the researcher asked the school permission to do the interview and Classroom observation. This research used open-ended interview questions that related to the information of participants' backgrounds as their teaching experience and etc. Also, the questions were related to teacher's beliefs and practices in implementing literary text into the Classrooms learning. In addition, the researcher gave several questions related to the participants' beliefs and practices. The next was Classroom observation, it conducted several times when the teachers were teaching English using literary text in the Classroom. The used of

Classroom observation was to know and observe the alignment between the teacher's beliefs and the participant's practices in incorporating literary text. While doing the observation, the document analysis was the supporting data, this step used to see the alignment of the participants' instructional material or their lesson plan with their actual practices in teaching English using literary text in Classroom. It was useful for the researcher to make data valid and also to complete the data that the researcher has been collected.

Data Analysis Technique

In this research, the analysis of data was conducted the data condensation, data display, and conclusion [16]. Data validity that the researcher used in this research was triangulation. Triangulation was a process of verification that increases validity by incorporating some viewpoints and methods. In the social sciences, triangulation approaches aim to map out, or more thoroughly explain, the complexity and depth of human behavior by examining it from multiple perspectives. There was data source of triangulations that used in this research.

3. FINDINGS

The researcher found the results of the research. The researcher had done the interview and Classroom observation with the participant used open-ended interview questions based on the teacher's belief such as belief about the subject topic, belief about students and belief about teacher itself that related to the information of participant's backgrounds as the teaching experience and etc [17], [18], [19].

The Teacher's Beliefs in Teaching English Using Literary Text

There are several categories of teacher's beliefs in teaching. There are: teacher's beliefs about the subject (literary text), teacher's beliefs about students and teacher's beliefs about the teacher itself. The researcher would show the 3 categories of teacher's beliefs below.

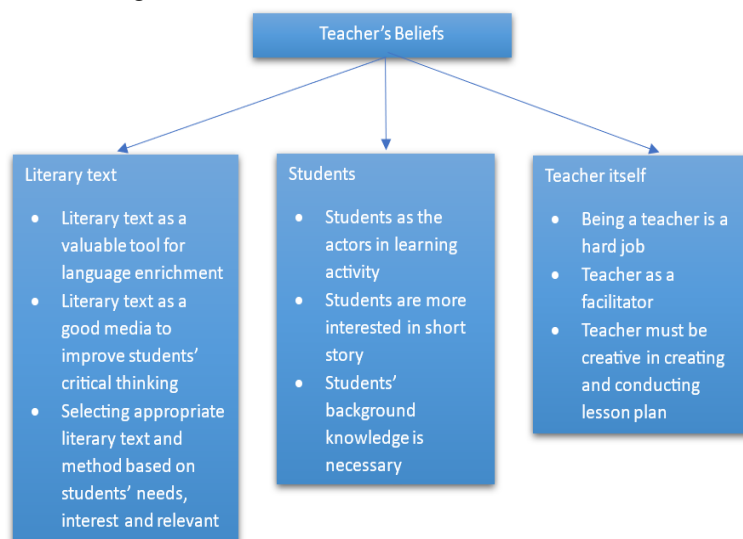


Fig. 1. The teacher's beliefs in teaching English using literary text

Based on the data, the researcher found several teacher's beliefs about literary text. The teacher said that Literary texts are crucial role for helping students to improve their language. The teacher believed that literary texts are crucial resources for students' language ability development. The teacher stated that literary is a good media to improve students' critical thinking skill especially in using short story in teaching literary text. The teacher believes that narrative literature, such as short stories, are useful teaching tools since they inherently maintain moral principles. In addition, students' critical thinking abilities are actively supported and stimulated by the open-ended character of narratives, especially when it comes to exercises like anticipating the next event or predicting the ending. These literary components are seen by teacher as useful instruments for stimulating students' thinking. In selecting appropriate literary text, teacher choose the simplicity of the language and topic that close to their daily life. The teacher highlights that in order to guarantee student involvement and comprehension, choosing suitable literary texts needs to be based on a number of important considerations.

There were some teacher's beliefs about students in incorporating literary text, they were: Teacher believed that students must be more active than the teacher in learning activity. The teachers strongly believe that students should participate in the learning process more actively than the teacher. This viewpoint emphasizes that student participation and initiative ought to motivate the class, rejecting a teacher led method that is contrasted to elementary style learning. Teacher stated that students are more interested in short story, fable and etc. The teacher believes that students strongly like short, creative literary works like fairy tales, fables, and short stories. Based on the interview results, the teacher had some beliefs about herself in incorporating literary text in Classroom. From the interview, the participant admitted that it is a big homework as a teacher to motivate their students to learn. The teacher sees their job as challenging and has observed an ongoing decrease in student motivation over time. This is a significant obstacle to increasing and maintaining enthusiasm for learning English in general. Introducing students to literary materials is also perceived as an additional challenging endeavor. As a result, the teacher appreciates and concentrates on seeing each small increase in student engagement or performance as a significant improvement. The teacher stated that teacher must facilitate and guide the students in learning Classroom activity. The teacher convinced that the dynamic in the Classroom should be student-centered, with the students taking the lead. In basically, students are viewed as the main characters or actors in their own learning process. Based on interview, teacher stated that being a teacher has to be creative in making lesson plan.

Classroom Practices In Using Literary Text

In this finding, the researcher found several teacher's beliefs were implemented in the Classroom using literary text.

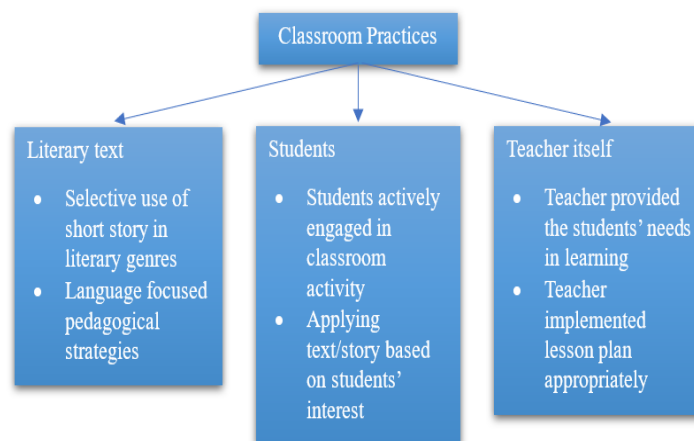


Fig. 2. Classroom in Using Literary Text

Based on the observation results, the research found some beliefs that implemented in teacher's practices in incorporating literary text. From the interview, the teacher said that the teacher had to choose and select the appropriate literary text that related to the students' background knowledge. In the Classroom, to introduce the literary text to the students, the teacher used story of Cinderella as the example to foster students' creativity and also it was written on the teacher's lesson plan as the introduction in Classroom activity to deliver students to the concept of the material called fractured story. In this case, the students could answer the teacher's questions. In introducing fractures story to the students, the teacher asked prompting question like what would have happened if Cinderella had not lost her shoe, then, it made students think critically with what if questions and also reinforced students to be creative. In addition, it aligned with teacher's belief that literary text is a good media to improve students' critical thinking. Teacher chose a Cinderella story because of its simplicity that made students more familiar with the story instead of novels. However, it was inconsistency with her belief in choosing literary text. She said besides choosing text by its simplicity, teacher has to choose literary text that relevant to the students, they are legend or folk tales from Indonesia. In Classroom, teacher gave students worksheet and asked them to remake or recreate an existing story such as Snow White, Peter Pan, etc. Teacher said in interview that teaching English using literary text could enrich students' language skills, improve students' critical thinking. After explaining the topic, the teacher divides the students into several groups. This group exercise, which involves students using a worksheet to imaginatively retell well-

known tales like Snow White or Cinderella, offers significant advantages by fostering active and cooperative learning.

In findings, teacher beliefs about students were divided into several types. Those beliefs were implemented in Classroom practices. In the Classroom activity, the teacher used ice breaking that asked the students to guess the title of the fairy tales or movie by using emoticons to motivate students in learning English using literary text. The students were actively engaged to answer the game. By relating popular digital elements to the lesson, the warm-up exercise of guessing fairy tale or movie titles using emojis encourages students and increases active engagement. It fosters the development of inference abilities that are essential for comprehension and activates previous knowledge of popular narratives. In the end, this entertaining and lively game helps students feel less anxious about studying and effectively gets them ready to study English literary texts. After that, the teacher tried to make students think critically with a question about what if one of the characters in a story was changed or what would happen if the plot of the story changed. The teacher chose a familiar story that made all students easier to think, that was Cinderella story and also teacher translate the question into *Bahasa Indonesia* to make some students understand what the question is. In this case, students were enthusiastic in answering it.

In the Classroom activity, the teacher used PPT to share the material, also used speaker to support the teaching and learning English using literary text. The teacher guided several students who were not understand the subject, also the teacher gave students the worksheets to make them easier to do the assignment. It means that the teacher had been a facilitator during Classroom activity. Additionally, providing worksheets facilitates the learning process and makes tasks easier for students to complete. All things considered, this approach fosters a welcoming and accessible environment for learning that actively helps students comprehend and complete their assignments. Teacher stated that as a teacher, creating and conducting lesson plan creatively is a must. The researcher had done observed and seen how teacher implemented her beliefs into Classroom activity. In the Classroom, the teacher implemented her beliefs which in lesson plan such as using guessing game, making group work for students, using technology and other media to support teaching and learning literary text in the Classroom, etc. The activity shows a teacher carefully following a well-planned lesson plan that she created with an emphasis on creativity.

Factors Influenced Teacher's Beliefs and Practices

In this research, the researcher found that there were factors that influenced teacher's beliefs and practices in incorporating literary text in teaching English to the Classroom. The researcher elaborated the factors below.

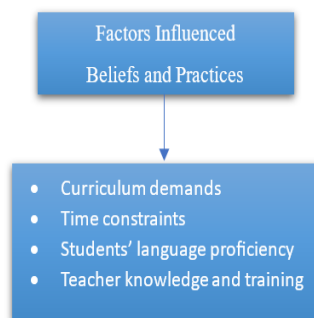


Fig. 3. Factors influenced teacher's beliefs and practices

One of the factors influenced teacher's beliefs and practices in teaching English using literary text is curriculum demands. Teacher feels that literature is a low-priority barrier as a result of demanding curriculum that place a strong emphasis on nonliterary skills or standardized testing. As a result, teacher may decrease the use of literature or teach it inadequately in order to satisfy required learning outcomes. On the other hand, a curriculum that specifically recognizes and allocates time for literature emphasizes its importance, motivating teachers to make efforts in associated pedagogy and include challenging texts into their work. It can be concluded that curriculum demands could shaped how teacher think and act in teaching and make teacher should align her beliefs and practices based on curriculum demands. Time limits force teacher to prioritize efficiency over in-depth literary comprehension which has a considerable impact on teacher beliefs and practices. Teacher feel that it is hard or impractical to genuinely incorporate

complicated literary texts, which call for slow reading, in-depth discussion, and critical analysis, due to the constraint of short class time and substantial curriculum content requirements. As a result, teacher will adopt strategies that support this limitation like they may choose shorter, easier texts, give brief explanations or summaries of literary topics, and spend less time on original ideas or in-depth textual study. The idea, which arises from necessity, might cause people to stop seeing literature as a means of fostering cultural and critical development and instead see it as material that needs to be quickly reviewed and evaluated. One of the main contextual factors that significantly affects a teacher's beliefs regarding the relevance of literary texts and, in turn, what they do to teach is the language skill of their students. Teachers believe that literary texts present a difficult linguistic barrier for students with limited general vocabulary because of their complex language, foreign vocabulary, and figurative language like metaphors. This idea forces them to embrace the practice of simplification, selecting texts with simple vocabulary and topics that are both easy to comprehend and relevant to the interests and lifestyles of the students.

4. DISCUSSION

In this discussion, the researcher analyzed the results of the research based on the research problems and compared the findings of this research with the previous research. In this situation, the teacher strongly believed that literary texts play a significant role in helping students improve their abilities, particularly their language skills. The teacher believed that literary texts have genuine linguistic beauty and are abundant in metaphors and figurative language. The belief of literary text also found that the teacher used literary works to help students improve their language skills, which may have been related to the teacher's belief about the value of language when answering exam questions. The teacher also considered that the features of literary texts can assist students do better in the exam, thereby improving their language skills [8]. In addition, the belief aligns with the theoretical view of improving English proficiency skills through literary works that the use literary works to develop their English language acquisition and proficiency [20]. The information on how students' English language proficiency has improved shows the beneficial effects of literary works in a variety of contexts. Literary works help students develop their critical and analytical thinking skills because they require them to identify implicit meanings, comprehend symbolism, and assess ethical issues. It also found that poetry is a literary form that can be utilized as a teaching technique to improve the efficacy and effectiveness of teaching English, especially when it comes to writing abilities [22]-[24]. Also, the finding aligns with envisioning critical literacy through literary work for EFL preservice teachers that the presence of literary works can help students develop strong critical literacy, which in turn can foster their creativity, critical thinking, and open-mindedness [24]. Additionally, literary texts could improve students' critical thinking found that the incorporation of observation sheets to teach literary analysis in the Classroom has been successful. The teacher stated that in order to guarantee student involvement and comprehension, choosing suitable literary texts needs to be based on a number of important considerations. These elements include matching the text to the students' prior knowledge, attention to their learning requirements, selecting topics that are relevant to their daily life, and taking consideration of the text's simple vocabulary. The findings also found that literary texts chosen for students in nursery schools have the potential to assist or deter their developmental progress [25]. Reading ability and assessment levels, literacy skills and decision-making, coverage, availability, and affordability, organization, interest and topics, cultural relevance, and accompanying factors are all important factors that school administrators take into account.

Based on findings, the teachers strongly believes that students should participate in the learning process more actively than the teacher. This finding is in line with that teacher implemented a teaching that demonstrated the student as actor paradigm by showing how empowering students to take charge of their education promotes participation and engagement. The teacher facilitated the lecture by outlining the learning goals that the students had created, shifting the emphasis from instructor driven information to student generated results. Additionally, they sometimes express interest in riddles, proverbs, and poetry. This implies that students are attracted to texts that are interesting, simple, and frequently include creative language or clear storylines. It also found that utilizing a short story from these three indicators interests, ease of use, and benefits the majority of students expressed interest in expanding their vocabulary. In light of this, it is advised that English teachers incorporate vocabulary building exercises with short stories since they can foster students' interests, curiosity, and creativity. In this finding, teacher stated that a student's beginning motivation and previous knowledge are essential requirements for achievement in the English Classroom. The finding is in line with that this statement presents a critical insight into reading comprehension, emphasizing the importance of prior knowledge [26]. The sampled student replies

indicate that the text was simple for them to understand, owing to their prior understanding of the subject, which helped them in connecting with and interpreting new information. Also, The key concept is that students who take this action are more likely to succeed well on reading comprehension exams than those who skip the preview [27]. The text previewing establishes a conceptual framework that enables the integration of new information, making the text clearer and easier to follow, and eventually boosting the depth of comprehension and recall.

The teacher sees their job as challenging and has observed an ongoing decrease in student motivation over time. This is a significant obstacle to increasing and maintaining enthusiasm for learning English in general. Introducing students to literary materials is also perceived as an additional challenging endeavor. As a result, the teacher appreciates and concentrates on seeing each small increase in student engagement or performance as a significant improvement. This finding related to the research that according to teachers with the most teaching experience, being responsible for students and remaining calm and competent are among the hardest parts of a teacher's job [28].

The finding revealed that the teacher convinced the dynamic in the Classroom should be student-centered, with the students taking the lead. The role of the teacher is to support, regulate, and direct the learning process rather than to lead the class in an elementary manner. In basically, students are viewed as the main characters or actors in their own learning process. It also found in that a student-centered learning environment where equity and teamwork are essential elements [29]. The students' desire to collaborate in both formal and informal learning groups is a clear indication of their equal relationship, which means they appreciate and respect each other's contributions. In addition, the teacher's duty as an active facilitator was to maximize student practice and motivation in the English language teaching Classroom [30]. The teachers firmly believe that offering more opportunities to practice English is critical for language acquisition. It is also related to the research that making the design before beginning the learning process becomes necessary for a teacher [31]. The lesson plan is a separate document from the syllabus since combining the syllabus and lesson plan into a single document makes the lesson plan's automatic strategy standard. In truth, the lesson plan's method varies greatly and is determined by both the teacher's creativity and the students' ability level. Teachers may create the most innovative learning approach to deliver the information well while also supporting the spirit of student learning with multiple cognitive abilities. Moreover, in other research is that each teacher's lesson plan activity was modified according to their unique needs and objectives [32]. Overall, the three teachers can be considered unreliable since they were typically aware of the value of those seven creative characteristics but failed to demonstrate it in their lesson plans. However, they all agreed and were well-informed about the need of developing creative theme-based lesson plans for children.

Based on findings, there were teacher's beliefs about literary text, students and the teacher itself. This research would discuss how those beliefs implemented in Classroom practices. For further discussion, the researcher would discuss it below. The researcher found in interview that the teacher's belief about selecting the appropriate literary text or topic must be chosen by its simplicity. However, in the Classroom observation, the researcher found that there were teacher's belief and the teacher's practice showed reciprocal. Instead of using legend or folk tales from Indonesia, the teacher used the story of Cinderella to deliver the topic in introduction. It also found that the teacher asked a lot of pre-reading questions about the poem's origins to gauge the students' comprehension while also using a video documentary to provide the class more background knowledge about the author [8]. This was an opposite from her belief that a poem's background information was unneeded. It can be concluded that the teacher implemented her beliefs into Classroom practices. In another research about teachers' perception and practice of using literary text that teachers agree that utilizing literary texts to teach reading skills is important for developing students' reading abilities and overall language competence [33]. So that, the teacher used theatre and song lyrics in Classroom practices in order to implement the beliefs.

Students actively predicted the titles of fairy tales or movies using emoticons as part of an engaging icebreaker game that successfully increased motivation and engagement. This engaging game trained thinking skills, activated prior knowledge of popular narratives, and decreased learning anxiety. This finding is in line with research findings that the findings show that literature circles improve students' reading engagement [34]. Students who actively participate in group discussions improve their reading comprehension, sharpen their critical thinking abilities, and strengthen their capacity to express themselves. Students learn from one another and expand on their collective knowledge in a supportive and inclusive learning environment thanks to the collaborative nature of literature circles. Moreover, another research found that students who participate in literature circles are more accountable, which encourages them to read more and prepare before class [35]. Students have more freedom to put more time to challenging ideas and concepts that attract their attention due to literature circles. Additionally, the

structure was successful in maintaining students' active involvement throughout class, which is crucial when instructing via video conference. The findings related to the other research findings found that teachers deliberately planned interesting exercises to assist students completely understand the content, even as they prioritized employing literary materials that fit their teachings [36]. Teachers recommended that the Ministry of Education conduct an online survey to include educators around the country in the selection process since they understood how important student interest is. Otherwise, appreciation and effective learning may be limited by a lack of appropriate texts. Also, it aligned with that these ESL tertiary students' preference texts from websites and blogs, and that they enjoy watching movies, listening to music, and reading about business management [37]. This article gives ESL teachers advice on how to choose L2 reading materials according to the genre and subject matter that their students prefer.

The teacher effectively facilitated the Classroom activity by using multimedia resources, notably a PPT, a projector and a speaker, to improve the delivery and comprehension of literary English content. In other research, the finding also found in other research that the teacher engaged students in integrated skills learning through a variety of methods, including group work, pair talks, role-playing, and media integration [38]. Facilitation in reading and writing included selecting relevant materials, improving processes, and providing visual guidance. For students with low skill levels, support is vital to promote self-efficacy and lessen the fear of failure. Moreover, it aligns with other research findings that the teacher performed the role of being a provider by providing students with clear and structured information to help them comprehend descriptive writings [39]. This includes establishing the text's objective, such as describing something accurately and in detail. This process generated a great and engaging learning environment for students, delivering consistent learning outcomes through new teaching strategies while without skipping any important material or procedural processes. The finding is also in line with the research stated that the lesson plan had 89.6% conformity with the 2013 curriculum, as confirmed by document analysis and an interview with the teacher. The teacher mentioned several components and had good knowledge of lesson planning [40].

Based on the interview, the researcher would like to show some challenges that became factors influenced teacher's beliefs and practices in incorporating literary text in the Classroom. Curriculum expectations have a considerable impact on a teacher's beliefs and practices when teaching English using literary texts. A curriculum that specifically allocates time and recognizes the significance of literature, on the other hand, encourages teachers to prioritize it, invest in related pedagogy, and incorporate challenging texts, so assisting them in aligning their own beliefs and teaching practices with administrative expectations. It is in line that teachers identified essential features in the curriculum to influence their teaching. The study analyzed teachers' perceptions of the English curriculum for vocational high school, revealing their ideas regarding its relevance to knowledge [30]. Teachers' beliefs shape their framework for teaching English, influencing their decision-making practices for addressing Classroom challenges. Moreover, it related to research stated that curriculum has a big impact on teachers' beliefs and practices, especially when it comes to using the Genre-Based Approach in teaching English, many teachers find it difficult to completely adopt GBA, despite its crucial significance. Improved teacher preparation, a more thorough investigation of instructional media, and a greater comprehension of the Merdeka Curriculum are all necessary to close this gap between curriculum objectives and Classroom reality [41].

Teachers' beliefs and practices are greatly influenced by time restrictions, which frequently force them to put efficiency ahead of in-depth textual knowledge. Teachers find it difficult to truly include complicated literary texts that call for thoughtful reading and critical analysis because of their short class time and broad curriculum. This practical change may cause educators to see literature more as content to be rapidly examined and assessed rather than as an instrument for cultural and critical development. It aligns with revealed that time limits, curriculum overload, and students' language proficiency are some of the elements that affect teachers' decisions in the Classroom [45].

The language proficiency of students had a considerable impact on a teacher's beliefs and practices toward literary texts. Teachers believe that complex language, foreign vocabulary, and metaphorical features of literature present a linguistic difficulty to students with little general vocabulary. This pragmatic approach seeks to avoid irritation and disengagement, ensuring learning progress by making the content easier to understand. The findings related that the teacher believed the skills of her students limited her ability to teach literary works [8]. The way a teacher incorporates her knowledge and emotions about students into her plans for teaching literary texts demonstrates how her views and actions are influenced by her assessment of students' knowledge. Also, this is in line with found that the result emphasizes how important it is to choose and adapt reading materials according to students' needs,

backgrounds, and skill levels. Teachers can greatly improve their instructional materials and choose more imaginative texts by taking these elements into considerations [46].

Based on findings, the researcher found a teacher's approach to teaching literature is greatly influenced by their background and experience. Skilled teachers use student-centered strategies like scaffolding and critical conversations because they view literary works as resources for language development and critical thinking. Teachers' pedagogical ideas and Classroom practice are impacted by their lack of knowledge and skills in using video technology [13]. The teacher was knowledgeable and skilled in the use of video technology to offer English conversation sessions. It correlated with the actual act of a teacher's beliefs is their teaching practice in the Classroom. The teachers take into consideration the choice of instructional materials [44]. Teachers' beliefs are influenced by the factors for the use of specific resources. The beliefs of educators are therefore influenced by a number of factors, including the difficulty of teaching with authentic materials, the simplicity of access to authentic resources, the equipment's availability, students' interest, education and training, and personal experience.

5. CONCLUSION

This Based on the result of the research with the title is exploring the teacher's beliefs and the practices in incorporating literary text at senior high school in Samarinda, it can be concluded, as follows: The main focus of this research was to explore the alignment between the teacher's beliefs and the teacher's practices in incorporating literary text to the Classroom and what influenced those belief and practices in teaching. The teacher's beliefs could be shaped by the teacher's experiences during teaching. Also, the inconsistencies between teacher's beliefs and their actual practices could happen in the Classroom because of there were several challenges that faced by teacher. In the results of this research, the researcher found some beliefs based on those categories such as literary text as a valuable tool for language enrichment, literary text is a good media to improve students' critical thinking skills, selecting appropriate literary text and method based on students' needs, interest and relevant, students as the actor in learning activity, students are more interested in short story, students' background knowledge is necessary, being a teacher is a hard job, teacher as a facilitator, teacher must be creative in creating and conducting lesson plan. In incorporating literary text in the Classroom, teacher implemented her beliefs in teaching such as selective use of short story in literary genres, language focused pedagogical strategies, students actively engaged in Classroom activity, applying text or story based on students' interest, teacher provided the students' needs in learning, teacher implemented lesson plan appropriately.

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