



Teachers' Perception, Plan, Implementation, and Evaluation toward The Use of *Super Minds* Textbook in EFL Classroom

Eka Septiana✉, Januarius Mujiyanto, Djoko Sutopo

Universitas Negeri Semarang, Indonesia

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Abstract

This study proposes to explore teachers' perception, plan, implementation, and evaluation toward the use of Super Minds textbook in EFL Classroom. The study employed case study approach. Two teachers were selected to become participants in this study. The data were gathered through questionnaire, semi-structured interview, classroom observations, and document analysis. The result of this study revealed that both teachers had positive perception on the use of Super Minds textbook. That was indicated from their positive thoughts on their planning and implementation that Super Minds textbook became an effective and engaging learning source in the classroom. The two teachers planned the lesson using the topic and material from Super Minds textbook. Although the teachers' did the same stages in planning, the plan was implemented and resulted in different ways. They used supplementary materials provided from the textbook package as their teaching aids for enhancing the students in the classroom. The two teachers are evaluated as good practitioners for students in using Super Minds textbook. All this result leads to the alignment between teachers' perception, plans, implementation, and evaluation. It was proven by teachers' positive perception on toward the use of Super Minds textbook reflected in their planning, actual implementation, and evaluation in the classroom. It was expected for further research to possibly continue this study by using another textbook in different level of students so that it will give another perspective.

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✉Correspondence Address:
Kampus Universitas Negeri Semarang, Kelud, Semarang, 50233
E-mail: ekha.septiana@gmail.com

INTRODUCTION

Without a doubt, textbooks have already played a significant roles in teaching and learning process. Hutchinson & Torres (1994) point out that textbook is the prominence and almost universal element of English Language Teaching. Further, textbook is an essential teaching resource to facilitate and support teachers which could save both time and money (Ur, 1998; Lamie, 1999; Richard, 2001; and Smith, 2014). Riazi (2003) believes that textbook is considered as the next important factor in the second or foreign language classroom after teacher. It means that a textbook is a hand in hand tool for teachers and students, so the teacher must know how to foster the students' knowledge and skills using the textbook. Textbooks supply core materials for language-learning course and systematically planned syllabus which aims to serve what learner and teacher need during a course (Tomlinson, 2011). Both teachers and students can look back from previous learning to continue the next meeting in the textbook (O'Neill, 1982). Textbooks are often accompanied by workbook, CDs, videos, and teaching guides, supported teachers whose first language is not English (Richard, 2001). In Indonesia context, textbooks are the main learning resources for achieving basic competence and core competencies and declared feasible by Ministry of Education and Culture for use in education units (Permendikbud 2016 Number 008). English in primary school is categorized as a local content curriculum area. Moreover, both public and private primary schools preferred to use commercial textbooks in the classroom. Cambridge University Press published *Super Minds* as one of commercial textbook package provided for young learners in ESL/EFL classroom. This textbook is used as the learning resource for English at SD Kebon Dalem and SD Kebon Dalem 2 Semarang for five years.

Before textbook, teachers are the first key element and mostly engaged in the teaching and learning activity. As Kitao & Kitao (1997) stated language instruction is composed of five main

components, namely teacher, students, materials, teaching methods and evaluation. Teachers who have big role in the classroom should be equipped with good knowledge in the form of perception to make a great decision in the classroom. Borg (2003) indicates that teachers' cognitions emerge consistently as a powerful influence on the aspects of their work. Their own styles of teaching the classroom cause different perceptions in preparing, implementing, and evaluating the classrooms. Their beliefs have a great influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice (Pajares, 1992). Moreover, Irujo (2006) said that in teaching and learning activities, teachers must have ability to know how to choose the best material for instruction, to make supplementary materials for the class to adapt or change the materials in the textbooks.

However, the representation of teachers' belief in the classroom is the way teachers planning their classroom. As Borg (2003) states that decision-making is the most researched aspect of language teacher cognition. He adds teachers' perception draws on their notion of practical knowledge in their planning. Virgin & Bharati (2020) argue that a lesson plan should be prepared by teachers in order to have an effective teaching and learning process. Someone who has good perception on teaching will set a good planning as well in order to achieve the goals of teaching (Ilmi & Fitriani, 2020). Brown (2001) addresses that lesson planning is important and has a persuasive influence on successful teaching-learning activities. Further, it must be prepared before performing in the classroom, which describes about what the students have to learn, how the goal will be achieved, and a way of measuring how well the goals was achieved (Windyaningrum & Arini, 2016).

The way teachers present the textbook lesson is appropriately geared for their particular students based on the students' level, ability, and goals and the number of minute in the classroom (Brown, 2000). Lesson plan has a closely

relation with curriculum. Lesson plans help the teachers in the implementation of a curriculum in their schools, since teachers can be helped to think about the lessons before they are taught. Teachers can organize facilities, equipment, teaching aids, time and content to achieve the learning objectives and procedures to the overall objectives of the subject taught. While textbooks may well be powerful determinants of the curriculum, it is the teacher who adapts them and determines how they are used (Anderson & Tomkins, 1983). Sulisdawati et al (2013) stated that teachers are a key factor in the successful implementation of a curriculum. Moreover, being a key factor in achieving a successful implementation of new curriculum, teachers should know the elements that teachers should know how to prepare to get successful implementation of a curriculum through the use of the textbook to their school.

The importance of planning for effective instruction and actual teaching implementation should be realized by teachers. They have to conduct the implementation of teaching and learning process after the planning process has been done (Sary, 2012). In the actual practice of using textbooks, (Harmer, 2007) proposes the teachers to decide whether not they teach the lesson following the page on textbook in their class. Teachers tend to make adaptations on the textbook namely modifying content, deleting or adding content, reorganizing content, addressing omissions, modifying tasks, and extending tasks (Richards & Bohlke, 2011). A study conducted by Diniyah (2013) revealed that teachers considered to use the textbook while changing and adapting the materials to suit with the students' need and lesson plan that had designed. Rosyida (2016) adds the similar findings that teachers took part in organizing materials and activities in each unit of the textbook based on the lesson plan they make and their students' need.

Meanwhile, evaluation is held in order to track teachers' practices in the classroom. Teachers' evaluation is an important factor for developing the teachers' practices while using the textbook and improving students learning

outcomes. Borg (2018) defines teacher evaluation as the evaluation of individual teachers to make a judgment about their work and performance using objective criteria. Wright (2018) stated that teachers' use of individualized differentiated instruction was influenced by the amount of planning time, inadequate professional development, and a sense of professional responsibility.

There are numerous studies conducted in order to evaluate and investigate textbooks roles in the classroom. Therefore, there is little explicit examination focusing on teachers' perception, and their practices on the use of textbook. This study intended to explore how teachers' perceived, planned, implemented, and evaluated the use of *Super Minds* textbook in EFL classroom. Moreover, the alignment and misalignment of them were revealed too.

METHOD

Qualitative research with a case study approach was employed to gain in depth understanding on the teacher's perceptions, plans, implementations and evaluations toward the use of *Super Minds* textbook. The study was conducted at SD Kebon Dalem and SD Kebon Dalem 2 Semarang. There were two of participants in this study, selected by convenient sampling. They were recruited on the basis of the convenient accessibility and proximity to the writer. This study employed four research instruments including questionnaires, semi-structured interview, classroom observation, and classroom documents. The writer had role as a data collector, observer interviewer, and data analyst.

In collecting the data, the writer distributed questionnaires to the teachers. The teacher participants were required to rate the questionnaires to reflect their perceptions of using English textbooks. The writer adapted and developed questionnaire guidelines from Cunningsworth's checklist (1984), Chow Textbook Evaluation Index (2004), and Srakang's questionnaire (2013). Furthermore, the writer gathered the teachers' lesson plans to

complete the information about their planning and evaluating their practices in the classroom. The lesson plans checklist are adapted based on Brown's criteria of an effective lesson plan and integrated with 2013 Curriculum elements of lesson plan as stipulated by the government. Meanwhile, the evaluation form is proposed by Stobie (2017). The classroom observations was conducted two times with each teacher to discover how teachers used *Super Minds* textbook in the actual classroom. The data gained from observation protocol proposed by Srakang (2016) in order to provide more insight into teachers' perception and plan. Moreover, semi-structured interviews were carried out to gain further information and crossed check the accuracy of the questionnaires and observational data. The interview guidelines is adapted from Srakang (2009) and Farooqui (2008). All the data gained was analyzed based on interactive model proposed by Miles and Huberman (1994).

This study employed investigator triangulation to validate and extend the existing findings. Two investigators were independently involved in providing the validity and reliability of this study. They were expert in their field, especially case study of pedagogy.

RESULTS AND DISCUSSIONS

As mentioned before, the study was conducted in in SD Kebon Dalem and SD Kebon Dalem 2 Semarang. These schools are private primary school in Semarang. Two teachers were selected to become the participant of this study. The writer than mentioned them as Teacher #1 and Teacher #2. The writer assumed that the participants built their perceptions during their experiences of using *Super Minds* textbook in the classroom. Their perception would be visible in their lesson plan and emerge in their implementation of *Super Minds* textbook for teaching and learning process.

Teachers' Perception on the Use of *Super Minds* Textbook

There were several findings found as the results of questionnaire and semi-structure

interview related to teachers' perception. This study revealed that teachers had positive perception on the use of *Super Minds* textbook in the classroom. This conclusion was drawn based on several findings and discussion related to teachers' opinion through textbook evaluation and roles of the textbook in the classroom through questionnaires. The teachers believed that *Super Minds* is an effective and suitable textbook for teaching pattern of communicative interactions. They said that the layout and design are attractive, clear, and easy to follow which accompanied by good supplementary material for teaching the students in the classroom. It could be inferred that *Super Minds* textbook the teachers and the students used could provide the materials they really needed. The findings of this study are close to Srakang (2013) who concluded that teachers found English textbooks served as instructional frameworks, guidelines and sources of directions for teachers. These findings are consistent with the findings of Harmer (2001) that English textbooks are products of years of research so they can be effective sources of knowledge for teachers and learners.

Furthermore, the teachers modified the content and sequence activities in the classroom to address their students' needs and interests. In this sense, this study shares finding with that of Richards and Mahoney's (1996) on investigating how ESL teachers used textbooks in Hong Kong. Their finding presented that teachers believed that textbook could help them to teach English effectively. However, these teachers insisted that they preferred using textbooks critically and maintaining a reasonable independence from them. Richard & Mahoney (1996) believed that the decisions teachers made before and during classroom teaching involved a high level of cognitive skills. In addition, Borg (2003) presented some factors of teachers' perception that played a pivotal role in teachers' lives, namely schooling, professional coursework, contextual factors, and classroom teaching. Teachers' personal information could reveal how the teachers got their perceptions. First, teachers got their perception from their

schooling. Teacher #1 got the bachelor degree from English arts in language and literature, besides Teacher #2 got the bachelor degree from English language education. So, Teacher #1 had educational background as a teacher, but Teacher #2 did not have any teaching background in her education. Second, their perception through professional coursework. Teacher #2 have experienced in using *Super Minds* textbook for five years, while Teacher #1 have experienced using the textbook for three years. So, they had enough knowledge in using the textbook effectively. They also have trained from the publishers to add their knowledge of enhancing the use of textbook. Their perceptions from those elements give a great influence in their teaching actions starting from planning to their practices in the classroom. Teachers planned and conducted teaching-learning activity based on their thought to achieve their goals of teaching.

The interview data highlighted the teachers' satisfactions about the content of the textbook. They perceived that the textbook is accomplished the students' needs in learning four language skills. Moreover, the teacher had perceptions that content in the textbook is engaging for the students' interests.

E1 "In my opinion, *Super Minds* is a kind of good textbook for children. It is not only colorful that makes the students interested in studying English, but also the topic is very awesome. The topic is about a story and the grammar focus is related to the story itself. It makes students easier to study English."

E2 "In my point of view, *Super Minds* textbook is practical in the classroom. It can accomplish well the four aspects of language. Those are speaking, listening, reading, and writing for the children."

The teachers shared their statement about *Super Minds* textbook during their actual practice in the classroom. The teachers perceived that *Super Minds* is a good textbook. This interpretation of their cognition and practice is known as perception. It is proved that perception is a process that involves people

organizing and interpret their sensory impressions with the aim of giving meaning to their environment (Robbins, 2005).

Another opinions mentioned support the positive perception of teachers about the students as the learning center while planning and implementing the textbook in the classroom. They placed students in the first consideration while making decisions for the teaching and learning activity. However, the teachers proven their perception by doing their actual actions.

E3 "The students are the center of learning in my class, so I will make sure they discover the new experience of learning English. The students' needs are basis when I design the content and purpose of the activity. I determine my students know what the activity is about, why they are doing it, and how to do it in clear but fun ways since they are young learners. I ask my students to demonstrate the activities verbally or in action to ensure that they have understood with the instructions."

E4 "Yes, I involve them in the implementation of *Super Minds*. I always record the students' activities in the classroom and I always upload their speaking videos to my YouTube channels. Sometimes, I ask them to make VLOG, so that the students could feel the great atmosphere of speaking English and it could be a tool for reviewing their aspects of speaking."

The teachers' cognitions about their practice in the classroom while using the textbook have been described for in term of considerations teachers have. It is known as perception in classroom practice (Borg, 2003). This findings were in line with Pedersen & Liu (2003) that decisions teachers make and actions teachers take in the classroom depend entirely on their beliefs or perceptions. This means that perceptions are generally a basis for teachers to make decision. It also relates to how teachers deal with shortcomings in their teaching situations (Moloi, 2009). It can be inferred that the teachers have good perceptions that lead to their planning, implementation, and evaluation.

Teachers' Plan on Super Minds Textbook

In terms of plan and preparation, both teachers plan and prepare the instruction before they teach in the classroom. Their plan simply could be seen from their preparations on teaching activities to support the lesson and the materials also teaching aids they will use to maintain the teaching and learning process run smoothly and effectively. From the lesson plans, the writer found that the required components of good lesson plans were mostly covered in the teachers' lesson plan. They have designed a good quality of lesson plan because they formulated their lesson plans based on the categories of theories related to instructional strategies and regulation of the standard format lesson plan proposed by the government and school curriculum. This findings are supported by Seisorina (2014) who asserted that teachers have already arranged lesson plans which fulfilled the necessary aspects of lesson plan, but other aspects were missed. In fact, there were studies directly relevant to processes of lesson planning. Clark & Peterson (1986) argue that teachers' thinking and acting are influenced by constraints and opportunities in a context.

Even though the two teachers taught in different school, but they had similarities in formulating the lesson plan. They fulfilled basic elements of lesson plan proposed by Brown (2001) such as mentioning identity of lesson plan, goals, objectives, procedures, media and resources, assessment, and extra-class work. As Richard and Smith (2004) mentioned that lesson plan was a set of core elements that contained educational objectives. The two teachers have metioned their identity of schools, subject, grade, semester, and time aloocations. In the form of goals and objectives, they put the students as their considerations of making decisions about classroom instruction. They also compared goals and objectives from the government recommendation with the school curriculum and map of course in the textbook. In their lesson plans, it was found that the teachers formulated lesson plans using the topic and materials from the textbook. Then, they formulated the sequence of learning from the

opening, main activity, and closing. It was found that they modified the activities provided in teacher's guide book to fulfill their students' need within the time allocation. In their lesson plan, *Super Minds* textbook was the only textbook source in the classroom. These findings were in line with Sary (2012) who said that to facilitate the learning process, the teachers must put students into their consideration when they plan the instruction. Similarly, it could be inferred that the teachers believed planning plays a significant role in the smoothness or process that is achieved by the students in teaching and learning process. Richards and Rodgers (2001) asserted that teachers possess assumptions about language and language learning, and that these provide the basis for a particular approach to language instruction. In short, the teachers construct their planning that they considered works for them in teaching and learning activity derived from their decision of their students' needs, school curriculum expectation, and government recommendations.

The Implementation of Super Minds Textbook

Classroom observations were employed in order to discover the actual roles of English textbooks and to gather other relevant details regarding their implementation using *Super Minds* textbook in the classroom. The result of observation protocol showed that teachers had positive attitudes toward the use of *Super Minds* textbook. The teachers' implementation in the classroom were relevant with their perceptions and planning. It was found that they considered *Super Minds* textbook as collection of topics and an effective resource to present material for teaching and learning activity. They used the supplementary materials provided by the textbook, such as listening audio, video, and games. They always carried out *Super Minds* textbook in the classroom to ensure they still on track even though they did some modifications or addition in the content or tasks of *Super Minds* textbook to. There was a day one they had to modify their plans in the face of unexpected difficulties the students experienced in completing the planned activities. So, it was

confirmed that they did not taught exclusively from the textbook. These finding were in line with Richards (1998) who found evidence of on the spot modification of planned activities to maintain students' engagement and interest level.

From the classroom observations, it was showed that the teachers were able to create a positive environment for learning. The writer found the students were enthusiast and engage, and work well individually or together as a group of community. The classroom observations presented that the sequence of activities in the classroom lead toward the goals of the study. They planned a clear opening, main, and closing activities, so their classroom were organized well. The interesting thing happened in their actual classroom was the four years experienced teachers followed more the content of the textbook than the two years experienced teachers. This finding was contrast with Senior (2016) who believed that the trained language teachers make much less use of textbooks. Moreover, the less experienced teacher use his own made materials for the students exercise and activities. This finding was opposed Senior (2016) believed that experienced teachers rely more on teacher-made or authentic materials than the unexperienced teachers.

The writer noted that although the teachers did the same stages in planning, but the plan was implemented and resulted in different ways. The teachers used several methods in teaching. The two teacher always combined the teaching methods with language skills. In terms of language skills, although both teachers use the same textbook in the classroom, they had different way in implementing the activity.

Teachers' Evaluation in Teaching and Learning Activity

The teacher's evaluation result reveals that the teachers had positive professional development because of their practices and supports environment for the students in the classroom. They created a pleasant learning environment by respecting and listening to the voice of the learners. Teachers' professional

standards reflected in many aspect of teaching practices (Richard & Bohlke, 2011). It was found that the teachers used variety of instructional strategies in the classroom. It could be seen from their lesson plan and their actual practice in the classroom. The teachers' interactions with their students were showed respectful and appropriate.

The students showed their enthusiasm in the classroom. They could feel the teachers' positive perception about the textbook and other materials they are using. It could be seen from the way students focus and relaxed while they learned in the classroom. As Dornyei (2011) state that among the qualities of exceptional language teachers are their enthusiasm for teaching, the high expectations they set for their learners, and the relationships they have with their students

Meanwhile, the teachers needs a training from the textbook developer or school to upgrade their instructional practices. The teachers lack in exploring the differentiation of the students in the classroom. It was found when teachers paid less attention to the very able students and the students who were weak academically. Meanwhile, they had a sufficient preparation for teaching and assessing the students. Both of them were adequate beyond the classroom because they were actively engaged in professional development, but less in offering extra academic support.

The Compatibility of Teachers' Perception, Plan, Implementation, and Evaluation of *Super Minds* Textbook

The teachers were perceived positively the use of textbooks in the classroom. Their beliefs and understanding of using *Super Minds* textbook in the classroom played an important role in their classroom practice and in their professional growth. As Borg (2003) asserted that teachers' perceptions and practices are mutually informing. Their practices were in the form of planning, implementation, and evaluation. Furthermore, the teachers were accepted their beliefs on the use of *Super Minds* textbook in the classroom. They used *Super*

Minds textbook as the basis of the topic in the classroom. Therefore, they adjusted the teacher's teaching guide from the textbook, the time allocation, and the students' need in their lesson plan to design an ideal plan for teaching the students. So, the teachers' positive perception reflected well on their lesson planning. Additionally, the teachers' practices in the classroom is not only found in their lesson plan, but also in their implementation in their teaching learning activity. The classroom observation helped to show the frequency and the way teachers used *Super Minds* textbook in the classroom. The findings revealed that their plans and implementations are align one another. These findings supported by Borg (2003) who claimed that the cognitions shaping language teachers' classroom practice. They used lesson plan as their guide in teaching their classrooms. Teachers' evaluation showed that the teachers' were considered as good in delivering *Super Minds* textbook materials in the classroom. The findings on teachers' evaluation helped the teachers to maintain their professional development in their practices. The teachers' perception and practice were align with their evaluation on the textbook.

CONCLUSION AND SUGGESTION

Two English teachers in SD Kebon Dalem and SD Kebon Dalem 2 had positive perception toward the use of Super Minds textbook in the classroom. The perception implied from their opinion about the positive sides of Super Minds textbook. Both teachers perceive that the textbook tends to role in more active developing materials. Further, the teachers' plan toward the use of super mind textbook in the classroom is on the right way. they completed the requirements of lesson plan by the government and school curriculum. Considering the situation, the implementation of *Super Minds* textbook in the classroom is positively relevant with their perceptions and planning. there was a strong relationship among teachers' perception, plan, implementation, and evaluation toward the use of super minds

textbook in the classroom. The teachers' perception toward the use of *super minds* textbook influenced their decision-making in lesson plan, and also their implementation and evaluation in the classroom. in other words, the belief, thinking, knowledge, and practice of *Super Minds* textbook were formulated in detail of their lesson plan and applied well in their classroom practices. Their arrangement of lesson plan did influence how they set the classes. Their plans which were set already in their lesson plan influenced how they create the activity in the classroom.

Other studies can be conducted in different textbook or different level of students. The theory of perceptions, plan, implementation, and evaluation of textbooks is rarely conducted in the area of primary schools. The theory is specified, explained, numbers of case, and particular. This study will contribute to confirm the theory and support the existing theory regarding the use of textbook in the classroom.

This research is a single case study and do not cover all primary schools in Indonesia. It is also a single phenomenon; therefore the generalization is not possible from this study. In order to make generalization, more comprehend studies are needed. For the next researcher, it is expected that they will observe about another textbook that support the teachers to choose the relevant textbooks for the students. More studies are needed to examine the interaction between different notions, topics, issues, in which not only the textbook but also another aspects in English language teaching.

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